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Editorial Comment and News Notes

This issue of the *California Journal of Elementary Education* is devoted to a series of articles by the State Committee on Guidance in Education of the California School Supervisors Association. Under the chairmanship of Harry W. Smullenburg, Director of Research and Guidance in Los Angeles County, the committee, composed of persons responsible for guidance programs, supervisors of instruction, supervisors of child welfare and attendance, counselors, and representatives of the State Department of Education, has given consideration to the programs of guidance in California elementary schools. The program of the committee has been extended through the work of co-operating groups in the various sections of the California School Supervisors Association. Over a period of five years, the committee has held section meetings at the annual conferences of the association on various topics related to guidance in the elementary school. In order to share the findings of the committee with school people in the state, articles on guidance were prepared by individuals or by groups of committee members. Helen Heffernan, Assistant Chief of the Division of Instruction, State Department of Education, assisted the committee in preparing the outline for this symposium.

As articles were prepared, they were reviewed and discussed by members of the committee. Because of distance and heavy professional responsibilities, not all of the members of the committee were able to meet as frequently as necessary to review and discuss the articles presented. Consequently the points of view expressed do not necessarily represent the thinking of the entire committee.

Margaret E. Bennett, Director of Pupil Personnel in Pasadena Public Schools, Elizabeth L. Woods, Supervisor of Guidance and Counseling in Los Angeles Public Schools, and Gertrude Wood, Co-ordinator of Research and Guidance for Los Angeles County, made important editorial contributions to the articles submitted.

BERNARD J. LONSDALE
Consultant in Elementary Education
State Department of Education

CHARACTERISTICS OF A GUIDANCE PROGRAM FOR THE MODERN ELEMENTARY SCHOOL¹

HARRY W. SMALLENBURG, *Director, Division of Research and Guidance,
Los Angeles County*

Guidance in the modern elementary school is an outgrowth of the mental hygiene movement, improved methods of measurement and evaluation, advances in social work, and the development of the child guidance clinic. All have contributed much to the demand for more adequate guidance services.

In the following paragraphs, the characteristics of a guidance program for the elementary school are identified and described. Other articles in this issue of the *California Journal of Elementary Education* describe ways in which guidance, curriculum and other specialists, as well as administrators and teachers can work to improve the educational experience of all children.

1. A modern guidance program is keyed to the purposes of education in American democracy.

The purpose of American education is the development of citizens who will participate in and contribute to the democratic way of life. The Educational Policies Commission in its publication, *The Purposes of Education in American Democracy*, states that

... four aspects of educational purpose have been identified. These aspects center around the person himself, his relationships to others in home and community, the creation and use of material wealth, and socio-civic activities. The first area calls for a description of the educated *person*; the second, for a description of the educated *member of the family and community group*; the third, of the educated *producer or consumer*; the fourth, of the educated *citizen*. The four great groups of objectives thus defined are:

1. The Objectives of Self-Realization
2. The Objectives of Human Relationship

¹ This article is based upon a Guidance Handbook for Elementary Schools now being prepared for publication by the following members of the staff of the Division of Research and Guidance, Los Angeles County Superintendent of Schools: RICHARD HARSH, BEATRICE LANTZ, MRS. SYBIL RICHARDSON, THOMAS W. SMITH, MRS. FAITH SMITTER, ARTHUR TAIT, and GERTRUDE WOOD. MRS. HOWARDINE HOFFMAN, Director, Division of Elementary Education, and LEE RALSTON, Director, Division of Trade and Industrial Education, made valuable contributions to the Handbook.

3. The Objectives of Economic Efficiency

4. The Objectives of Civic Responsibility

Each of these is related to each of the others. Each is capable of further subdivision.²

To help children attain the major objectives of American education is the responsibility of the public school.

2. A modern guidance program *assists children to resolve conflicts arising from modern society.*

Among the many problems which affect children as well as adults are the following:

- a. Changes in the role of home and family
- b. Shift from rural to urban modes of living
- c. Intermixture of races, nationalities, cultures, and creeds
- d. Improvements in transportation and communication, bringing the world close together
- e. Rapid scientific development and the lag in adaptive social processes

3. A modern guidance program *is an integral part of the education program.*

A committee of elementary school principals has characterized the guidance program as follows:

Guidance is the process working throughout all educational experiences for the purpose of influencing and directing pupil learnings to the end that satisfaction, success, and better adjustment to life result.

Within its scope we consider teacher and pupil morale, mental and physical health, teacher-pupil relations, teacher-parent relations, and individual differences. We study the limitations as well as the available resources of school and community; home, school, and community conditions and their effect on the curriculum; and the use of democratic procedures. Also, we think in terms of the emotional climate of school and classroom, and the continuous guiding of each child in his general development toward taking his place as an individual and as a worthy member of society.³

² Educational Policies Commission, *The Purposes of Education in American Democracy*. Washington: National Education Association, 1938, pp. 47-123.

³ "Characteristics of a Good Elementary School: The Guidance Program," a committee report prepared in 1947 by Bay Area Section Committee, California Elementary School Principals Association, MARGARET HOLLAND (chairman), ETTA TESSMER, MRS. IRENE KELLY, MRS. ALICE HENRY.

4. A modern guidance program *helps the school staff to understand better the characteristics of all children.*

Emphasis is placed upon (a) the general characteristics of growth—physical, social, intellectual, and emotional, (b) the needs of all human beings—the need for affection, the need to belong, and for a feeling of personal worth, as well as the physical needs of food, rest, and activity, (c) individual differences—physical, social, emotional, and intellectual. For instance, every teacher recognizes the fact that there are wide differences in the ability of children of the same age. A teacher of a fifth grade may expect that in a class of forty pupils about twenty will be of average ability; seven or eight will be bright and will function like eleven- or twelve-year-olds; one or two will be extremely bright and will function like thirteen- or fourteen-year-olds; seven or eight children will be slow-learning, with mental age which approximates seven- or eight-year-old ability; and one or two children may have intelligence approximating that of a five- or six-year-old. Because of these differences in ability, wide variations exist in accomplishment and learning. Variations in background, interests, and drives make some of the children function up to their potentialities, and others work far below expectation. These variations necessitate a flexible curriculum as well as continuous appraisal of growth.

Every teacher may expect basic similarities among children, but at the same time she should be aware of wide individual variations which life experience constantly increases. An effective child-development program must take into consideration all types of individual differences—physical, social and emotional, and intellectual. No single individual difference should be considered in isolation, for it is the interrelationship of all individual differences that establishes the basis for effective guidance.

5. A modern guidance program *supplies information which may be helpful in planning experiences for all children as well as for individuals.*

This service of a guidance program is considered more fully in the article, "Relation of Guidance and the Curriculum," by Margaret Louise Orear and Chester Taft, pp. 187-192.

6. A modern guidance program *helps teachers to understand individual children better.*

Varied means of gathering and using information are discussed here under five headings.

a. *Observation.* A most important method of gaining information about children is through purposeful observation, or, to use a phrase of Dr. Lois Stolz, "systematic incidental observation." In school there are many opportunities to observe children's responses to one another and to adults, and to note when they succeed or fail. The observant teacher sees Mary repeatedly turn to help her slower friend, or notes that Clifford often looks for her smile, or she recalls that Bill is always ill at game time. These observations in the varied life of the school help her to understand Mary, Clifford, and Bill and to plan for them.

Observation is more than merely looking or seeing. It implies that a question has been framed and that planned observation is being used to gather evidence which may answer the question. As a technique, observation becomes more accurate when it is used to answer questions such as the following:

In which activities does Jane show most interest and response?

When during the day does Clinton evidence fatigue and boredom?

Under what conditions does Susan receive friendly response from others?

b. *The interview.* Interviews with children are planned and purposeful conversations between children and adults. They are a means of seeing the child's total personality, his thinking and reactions as an individual.

In working with elementary school children, the interview is generally used to obtain information. Giving information and helping in the solution of problems is of greater value with older children and adolescents, high school and college students. There are four general purposes of interviewing in the elementary school:

- (1) Teachers use interviews to become better acquainted with the child as an individual, and to observe his unique individual reactions as contrasted with his social behavior.
- (2) Interviews are of particular value in helping teachers to gain insight into the child's feelings and attitudes regarding a particular situation or experience, or in discovering possible causes of a child's immediate behavior.

- (3) The child is helped to understand certain cause-and-effect relationships that often are confusing to him because of his lack of maturity and experience. He may be assisted in making more desirable choices of behavior.
- (4) Interviews may assist the child to solve a specific problem by helping him to understand possible causes, and to develop a plan of action.

c. *Special study.* Life in general, and education in particular, is a constant process of adjustment to new problems and new situations. Most children are helped by age, experience, and adult guidance to make adequate adjustment. For some, however, the causes of poor adjustment are concealed or not readily modified. These children need special study and help in adjustment.

The classroom teacher who is interested in children often uses what might be termed the simplest type of special-study procedure. She observes the child during individual and group activities and reviews his school record. When the problems are persistent, the teacher may utilize the services of the counselor, psychometrist, psychologist, or psychiatrist.

d. *Measurement and evaluation.* Standardized tests are an objective way of measuring intelligence, skill, achievement, knowledge, interests, personal-social adjustment, and special aptitudes. When given yearly, standardized tests make it possible to measure adequately the attainment of some of the purposes of education.

Tests should be supplemented by other data, including anecdotal records, autobiographies, questionnaires, rating sheets, case studies, cumulative records, and samples of children's work.

e. *Cumulative records.* A comprehensive cumulative record folder such as the California Cumulative Guidance Record for Elementary Schools makes possible the accumulation of information regarding the child's health and physical development, home and family background, aptitude and achievement, personal and social adjustment, curricular experiences, and out-of-school experiences. These data are essential to effective teaching and guidance.

7. The modern guidance program uses *guidance data in promotional policy and practice, in grouping within the classroom, and in special placement of individuals.*

a. *Promotional policy and practice.* Chronological age is the best single index of pupil's interests, physical development, social maturity, and achievement. For this reason it is desirable to keep children of approximately the same age together. This principle is illustrated in the following statements of promotional policy.

- (1) Children of normal physical, intellectual, and social development should ordinarily progress through the grades at the rate of one grade per year.
- (2) Children who are limited in learning ability, or in background of experience, or who are immature socially and emotionally, may be placed with children who are a year younger in order to provide increased opportunity for success, satisfaction, and security.
- (3) Children of superior learning ability and accelerated physical or social growth may be placed with children who are one year older in order to provide the challenging experiences and contacts of a more mature social group.
- (4) Acceleration or retardation of more than one year should be rare and should be permitted only in cases of unusual growth differences.

b. *Grouping within the classroom.* Within each classroom there may be a chronological age range of three years, a mental ability range of at least five years, and an equally broad variation in social, emotional, and physical maturities, interests, educational and experiential backgrounds. The slow-learning, the average, and the rapid-learning should experience success. A minimum of three groups within each classroom will facilitate the placement of each individual in relation to his achievement and his ability in learning experiences. In addition to these three groups, it is necessary to provide enrichment materials and experiences for the rapid learner and to provide developmental materials, experiences, and specialized instruction for the child of less ability.

c. *Special placement of individuals.* A pupil new to the school or one who is with children much older or younger should be specially placed only after careful study of all pertinent data.

8. A modern guidance program *emphasizes and applies principles of learning.*

All parents and teachers recognize that children learn some things much more rapidly and with greater enthusiasm than other things. Teachers also realize that some children enjoy and respond positively to what is taught in school, while other children are not interested or not motivated to learn what the school tries to teach. Educators agree that children learn best those skills which are related to their interests and needs.

Children have different motives at different ages, but certain motives are common at all ages. When these needs or motives are satisfied, the child learns to adjust to his group. The following motives are common to all levels: (a) Social approval; (b) New experience; (c) Mastery or success; (d) Security; (e) Individuality.

In order to plan effectively in relation to these motives, the teacher needs to know the background of each child. She reviews the information on the cumulative records, observes the children at work and play, and talks with them about their special interests, hobbies, ambitions, and out-of-school activities.

9. A modern guidance program *improves classroom relationships and emotional climate through emphasis upon democratic procedures.*

The democratic classroom offers the best opportunity for the development of wholesome personality. The following conditions are characteristic of the democratic group: (a) Each individual is valued for the contribution which he can make to group purposes; (b) Broad purposes and activities are provided in which all may participate; (c) Controls are developed from within the child rather than superimposed by adults; and (d) Each member of the democratic group develops his personality through co-operative relationships with others, thereby contributing to the purposes of all.

10. A modern guidance program *provides for children with special needs.*

In every group of unselected human beings there are always a few who are so different from the rest that they have special needs. Some of these differences are inherent and some are caused by the conditions under which people live.

Regardless of cause, every teacher recognizes a few children in each group who must be given special consideration:

- a. The physically handicapped
 - (1) Seriously handicapped
 - (2) Slightly handicapped, *e.g.*, having speech defects, sensory defects, low vitality
 - b. The intellectual deviate
 - (1) The gifted child
 - (2) The slow-learning child
 - c. The socially-maladjusted child, *e.g.*, the bully, the timid and withdrawing, the child who steals
11. A modern guidance program is dependent upon the contribution of many staff members.

The *principal* should be encouraged to serve as the chairman of the guidance program in the elementary school. Success will depend upon his willingness to assume leadership in the development of the program.

The *teacher* is the key person in such a program because of day-by-day personal contact with the child. All services should therefore be directed toward helping the teacher to understand how she may provide better for each child. Every effort should be made to keep the teacher fully informed concerning all guidance activities and particularly those which concern individual children under her supervision.

The *school nurse and school physician* can provide special medical services as well as valuable information from home contacts.

Guidance specialists have a twofold role—first, that of helping the child referred to them for study, and second, that of helping the teacher and others in the school to understand that child better and to develop from the study of each child's case a better understanding of the principles of child growth and development. Specialists in the guidance field may be many—clinical psychologist, psychometrist, psychiatric social worker, speech therapist, psychiatrist. The important principle to be developed is that they should see their role as one of in-service teacher training as well as one of service to the child with exceptional needs.⁴

⁴ "Good Guidance Practices and Standards at All School Levels," preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section. Original statement on Good Guidance Practices in Elementary Schools, prepared by Charlotte Elmott, Co-ordinator of Child Guidance Services, Santa Barbara Public Schools.

12. A modern guidance program *stimulates the professional growth of all personnel.*

Modern education has proved that such personal motivations as interest, satisfaction, and realized purpose are more effective than external motivations such as prizes, rewards, and penalties. The continued professional improvement of teachers must depend not upon prizes or external incentives, but upon the teacher's desire to increase her competency and to improve her services to children. As teachers select for further study problems of meaning to them in their everyday work, and as they take leadership in meeting these problems, planning for professional improvement becomes a co-operative venture for all staff members.

13. A modern guidance program *improves ways of working with parents and community.*

Mrs. Inga McDaniel has developed this characteristic of good guidance in the article "Establishing Effective Home-School Relationships," pp. 160-75.

14. The modern guidance program *utilizes community resources which can make a contribution to the welfare of children.*

The importance of familiarity with and use of community resources is developed in the article by Mrs. Ella-Mason Wittker, "Utilization of Community Resources for Pupil Adjustment," pp. 182-86.

15. The modern guidance program *focuses attention upon the importance of evaluation.*

Two ways of accomplishing this are the following:

- (a) Studying the effectiveness of all guidance services
- (b) Providing and utilizing techniques for appraisal of pupil growth in achieving purposes of education. The concept of evaluation is discussed at greater length in the article, "The Relation of Guidance and the Curriculum," pp. 187-192.

Elementary school guidance with these characteristics will go far in developing a wholesome, positive, mental-hygiene program recognizing child growth and development. Moreover, such a guidance program will aid in dealing with the personality and behavior disorders of children early enough to insure better progress toward their solution.

MENTAL HEALTH—A GOAL OF MODERN EDUCATION

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WHAT IS MENTAL HEALTH?

What is physical health but a kind of sturdiness that doesn't succumb to every physical danger from without or from within; a kind of sturdiness that is equal to the demands of life with energy to spare for a little fun? Similarly, mental health is a kind of inner sturdiness. In time of stress, it does not break down into neurosis, illness, dependence, or crime; or if it should so lapse, recuperation is speedy and complete, leaving the individual wiser and usually stronger for the experience. It is based upon self-respect which is inclusive enough to permit others a similar strength. It is flexible enough to give and take with other strong persons pleasurably and profitably. It is in this flexible give-and-take with others that a person is hammered together emotionally.

George H. Preston ¹ defines mental health as follows:

Mental health consists in the ability to live

1. Within the limits imposed by bodily equipment.
2. With other human beings.
3. Happily.
4. Productively.
5. Without being a nuisance.

By such a definition, mental health follows no rigid formula according to which each individual must be molded. It does not demand any fantastic state of complete understanding in which the possessor never dances with rage nor weeps with sorrow. It allows room for love and hate and revenge. It excludes neither all saintliness nor all sin. It represents a compromise between what we are and what we must do if our fellow-men are to accept us as one of themselves.

The author further states that mental health depends not so much upon heredity as upon one's attitude toward his heredity.

¹ George H. Preston, M.D., *The Substance of Mental Health*. New York: Farrar & Rinehart, Inc., 1943, p. 112. Reproduced by permission of the publishers.

UPON WHAT DOES MENTAL HEALTH DEPEND?

In order to achieve mental health, one will need a healthy organism and an environment that reasonably favors healthy, happy adjustment toward responsible maturity. Some people by reason of unusual ability to compensate and persist have achieved reasonably good mental health without either. Indeed some people seem to have a superlative degree of mental health with neither, but we are forced to conclude that nature herself has compensated for the lack in these cases. Where individuals who are physically handicapped still achieve success, happiness, and a high degree of social-emotional maturity in the face of unfavorable environment, we are forced to the conclusion that they are endowed with an unusual amount of that precious ingredient known variously as adaptability, adjustability, or intelligence. Most of us will need a reasonably healthy organism and a reasonably favorable environment if we are to achieve a high degree of mental health.

WHAT CONSTITUTES A FAVORABLE ENVIRONMENT?

An environment favorable to the achievement of health is one which meets the individual's basic needs. Reduced to their simplest terms these are

Physical—the need for food, air and sunshine, water, exercise, rest and order

Personal—the need for affection, commendation, and consistency to give a sense of personal security

Social—the need for opportunity to be of service to one's fellow man and to be appreciated for that service in order that one may have a sense of belonging

It is apparent that all of these needs can best be met within the family. But if these needs are not met within the family, a democratic society will exert its best efforts to compensate for such a lack by way of substitutes for the family. Schools are only one of the instruments by means of which society can help to meet the basic needs of children. Even children whose needs are well met within the family life will need them continuously met within the larger social group as their private worlds expand and become more social.

HOW CAN WE KNOW THAT WE AND OUR CHILDREN ARE ON THE ROAD TO MENTAL HEALTH?

We can look back at the characteristics of mental health as stated at the beginning of this article and see if these are characteristics of us and of our children. However, such an appraisal must be made in terms of fair expectancy. One does not have the same equipment at four as at forty, nor is one expected to be equally productive at different ages. Therefore it is necessary to know something about the developmental tasks of a given age, the degree of sturdiness attainable at a given age, and the level of productiveness possible at that age before mental health can be evaluated. Arnold Gesell² has given us our best help in knowing what may fairly be expected at any given age from birth through the elementary school.

The criteria below represent guideposts in an attempt to estimate progress toward mental health or social-emotional maturity.

SOME CRITERIA OF EMOTIONAL MATURITY

Characteristics of the Infant

1. The infant depends upon his environment, especially upon the people in it, to meet his needs. He is highly dependent.
2. The infant is not responsible.
3. The infant's satisfactions are sensory, immediate, and personal (eating, drinking, stretching, cuddling—now).

Characteristics of the Adult

1. The mature person has resources within himself which he trusts enough to try out in meeting his own needs and in helping to meet the needs of others. This often involves co-operation with others. He is interdependent and he is able to give and take.
2. The adult is highly responsible, though never wholly so.
3. The mature person finds satisfaction in the process of meeting needs and in the challenge to his ability to do so. He can help himself and others, and he can wait.

² Arnold Gesell and Frances L. Ilg, in collaboration with Janet Learned and Louise B. Ames, *Infant and Child in the Culture of Today: The Guidance of Development in Home and Nursery School*. New York: Harper & Brothers, 1943.

Arnold Gesell and Frances Ilg, *The Child from Five to Ten*. New York: Harper & Brothers, 1946.

4. The infant likes people in proportion as they contribute to his immediate satisfaction.
5. The young child lives much in a make-believe world, a world of fancy and of dreams. His playmates are often imaginary.
6. The infant's goals are selfish and individual: "Gimme."
7. The infant reaches for the stars and demands the moon. He wants them now.
8. If the stars are not forthcoming quickly, the infant tends to tantrums of one sort or another.
9. The infant continues to want what he wants, but has little to do with its attainment or the attainment of a satisfactory substitute.
4. The mature person likes people who stimulate him and challenge him to greater effort and maturity.
5. The mature person uses his imagination to affect reality. He works his dreams out or abandons them. He does this in relation to his fellow man, though he be human and therefore imperfect. He does not create for himself companions who, though more perfect, are quite unreal.
6. The mature person's goals are more social and increasingly universal: "Give us."
7. The mature adult can take the next step. Progress is his goal. If he asks for the eternal he knows it will take an eternity to attain it.
8. The mature person can bear delays and disappointments. He has a high degree of frustration-tolerance.
9. The mature person will find personally satisfying and socially acceptable substitutes if he must. He has progressively more adequate power of sublimation. The mature person does not refuse to do what he can and should do today because of something better which he cannot do.

10. The infant is not only the center of his universe; all others are there to serve him. He is autocratic.
11. The infant (if he remains one too long) suffers from his failure to mature evenly. Some parts of him inevitably grow up. The grownup parts are not at home with the infantile parts. Inharmony and war prevail within. The inner struggle between his adult-self and his infant-self plus the struggle to behave acceptably in an adult world (though infant), keeps him psychologically exhausted. He lacks the energy for creative living. He is a slave to his own infancy.
10. The mature person knows he is one of many whose needs are as pressing as his own. He realizes that his own needs and those of others are best met by creatively pooling their differences. He is democratic.
11. The mature adult is free. His emotional maturity has kept pace with his physical and mental maturity. All parts of the self are co-operating and at peace. This frees his energy for creative living. His spirit is free because he commands it himself.

But even the freedom and peace described as maturity represent at best a truce. Every life is a battleground on which the individual continuously strives for greater maturity, peace, and freedom. The flexible, healthy individual grows up again and again in relation to the new demands of an enlarging world.

CAN THE INDIVIDUAL'S PROGRESS TOWARD SOCIAL-EMOTIONAL MATURITY BE HASTENED?

In an attempt to hasten one's progress toward social-emotional maturity, it is better to make haste slowly. Though infants usually play with rattles and grownups do not, we do not make an adult of an infant by taking away his rattle. Rather he must use the rattle until he outgrows it and himself exhibits readiness for more mature activity. Likewise, progress from infantile social-emotional behavior toward more grownup adjustment comes by the slow processes of growth and the learning that results from experience. Complete emotional maturity or

perfect mental health remains a goal never actually to be achieved. It is worth our while to glimpse the goal now and again and to ask ourselves some questions. Are we as educators adult enough, inwardly sturdy enough, to be safe companions and guides for the young? Are the experiences we provide the children under our care actually promoting mental health? Are their basic needs being met? Are our children more self-respecting, more socially confident, more intellectually independent, more democratic, and more spontaneously free because they live with us?

If we can provide the young with an example of adult maturity which is worthy of emulation and a warm acceptance that is not withdrawn by reason of what they do, in this permissive atmosphere they will find ways of meeting many of their own needs. We must be continuously observing, however, because they differ. These differences are more in degree than in kind. Children also differ in their ability to keep mentally well on an unbalanced ration. The child who is a little more happy on the whole (sometimes alone and sometimes in a group of peers) than he was last semester, who is a little more adequate, a little less dependent, who can take his bumps in life with increasing flexibility—is growing up. This child's needs are probably being met in a fairly balanced way.

It must be remembered that, although we do our very best, and study continuously to do it better, perfection will not be attained. Much will remain for every individual to accomplish in the continuous improvement of his own adjustment. Growing up emotionally is a lifelong challenge because neither the individual nor the river of life is ever twice the same. To do the best one can today, to let go of all one's yesterdays, to face upstream knowing that new water and strong currents are inevitable, to stem the current in the direction of a legitimate and likely goal—this is to live sturdily in a world of change.

The reader must make most of the applications for himself. We can at least point out that the child who is greatly loved and often over-protected at home, who then enters a class of 35 or 40 children taught by a conscientious but overbusy teacher, is subjected in school both to comparative lack of affection and commendation. By reason of the contrast between home and school he is subjected to the insecurity that arises from this change of climate between home and school. Such a child in this transition will for a time be exposed on all three fronts—affection, commendation, and consistency. This will be a current too great for him to stem alone. Parents and teachers will need to be alert and most co-operative until self-sufficiency at school is well established.

THE OPPORTUNITY OF THE RURAL TEACHER FOR GUIDANCE

CO-OPERATING GROUP, NORTHERN SECTION, STATE COMMITTEE ON
GUIDANCE, CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION ¹

Many aspects of the guidance program in the rural school are the same as those in the urban school. That is, through understanding of child growth and development, through studying individual differences, and by planning a school program which will help all children achieve maximum growth, teachers are guiding boys and girls to be better adjusted and to take their places in a dynamic society.

Often rural teachers feel that their location in an isolated area prevents their carrying on a guidance program. It is true that they do not have the varied special personnel and the different agencies that are available to urban teachers. However, many county offices and state departments have psychologists, physicians, nurses, and others whose services are available in rural areas. Teachers should make use of these services when possible, and they also should realize that all guidance is not dependent on specialized personnel.

Since the rural teacher has few specialists on whom to call, she needs to be thoroughly familiar with growth and developmental characteristics of boys and girls. She should know the kind of behavior to expect from different ages as well as the differences between individuals in her group. To give effective guidance, the teacher needs to obtain data which will help her understand each child's physical, intellectual, social, and emotional capacity and to use these data in planning the pupil's activities. Health records, standardized test records, anecdotal records, and similar data should be obtained and made available for use. These data and other information concerning the child may well be kept in a cumulative record folder such as the "California Cumulative Guidance Record for Elementary Schools."² In all instances data are necessary.

¹ Committee Members: BARBARA HARTSIG, Director of Curriculum, Tehama County, Chairman; MIRIAM GUNTER, General Supervisor, San Bernardino County; BEECHER H. HARRIS, Director of Attendance and Guidance, Colusa County; and LOUISE LANGENBACH, Supervisor of Instruction, Placer County.

² *California Cumulative Guidance Record for Elementary Schools*. San Francisco: A. Carlisle and Company, 135 Post Street, 1944.

However, it is not the data which are important but rather the use that is made of them.

Guidance in one- and two-room schools does not vary greatly from that in larger schools. Good procedures suggested in guidance literature should be used by all teachers when applicable in their schools. It is the purpose of this article to point out to rural teachers that they have an opportunity to carry on a guidance program. First, the advantages for guidance in the one-room school will be indicated; and second, ways will be suggested in which rural teachers can help boys and girls feel secure when entering high school.

WHAT ADVANTAGES FOR A GOOD GUIDANCE PROGRAM ARE THERE IN ONE- AND TWO-ROOM SCHOOLS?

In the rural school there are many factors which contribute to a good guidance program. Teachers have an opportunity to understand each child and to establish and maintain a program which helps each one develop to his fullest capacity. By so doing they are guiding boys and girls and helping them to be well adjusted to their school and community as well as to be capable of taking their places later in adult society.

In rural schools, because of the wide range of chronological ages and maturity levels in a classroom, little emphasis need be placed on grouping by grade. "Groups to study reading, arithmetic, and other skills can be set up according to the need, ability, and accomplishment of the members, cutting squarely across grade lines."³ This practice permits children to work according to their needs. It also helps alleviate the problem of older children feeling embarrassed by doing work on a lower level and that of younger children feeling too superior when working above their grade. "Social studies groups can be utilized, planning, choosing, and assigning tasks in which success is possible; and activities can be arranged so that the characteristics of dependableness, co-operativeness, resourcefulness, and critical-mindedness will have an opportunity to develop and function."⁴

In the rural school there are usually fewer children for each teacher than in the urban school. This affords the teacher more time and a greater opportunity to know each child. In addition to observing children in the classroom, the rural teacher, having yard duty at recesses and at noon, has many occasions to observe each child's behavior in a

³ Earl Murray, "Guidance in the Small Rural School," *California Journal of Elementary Education*, XIV (August, 1945), 28.

⁴ *Loc. cit.*

variety of situations. She can have time to talk with the children individually and in small groups. By learning about the children, their interests, and experiences, the teacher will be better able to plan for each child.

In addition to observing children at school, the rural teacher who lives in the community is able to know children outside of school and can see their behavior in situations other than at school. She will thus come nearer to a total understanding of the boys and girls in her class than if her relationship with them were limited to school only.

Another advantage which the rural teacher has is that of working with the same children for a number of years. Because of this she has a fine opportunity for learning many things about their interests and ambitions, for discovering potential talents, and for utilizing experience backgrounds.

In the larger schools, periods are set and special subjects must come at certain times so as not to conflict with other classes. In the smaller school, the teacher is able to plan the program to meet the needs of the group without considering conflicts in timing with other groups in the building or limitations in the use of equipment.

In the rural areas, the school is the center of many community activities, and school programs are usually well attended. Through these meetings the teacher can meet and become acquainted with parents. In addition to such informal associations, it is usually possible for her to have conferences with parents who have time to come to school or can be at home when she calls. Scout or Camp Fire leaders, counselors of 4-H clubs or of groups of Future Farmers or Future Homemakers, and others interested in the development of boys and girls can be contacted easily. Because the teacher has an opportunity to work closely with others who deal with boys and girls, she is able to help each child develop his capacities to the fullest extent.

Pupils in the one- and two-room schools,

"learn to accept duties and responsibilities according to their age and maturity. Older pupils acquire a wholesome regard and understanding for the younger members of the group; and pupils in the lower grades learn much in skills and in qualities of leadership from their older companions, who often assist the teacher in introducing the younger children to new tasks."³

³ *Still Sits the Schoolhouse by the Road*. Chicago: The Committee on Rural Education, 5835 Kimbark Avenue, affiliated with the American Country Life Association, sponsored by the Farm Foundation, 1943, p. 15.

By thus working together with others of various ages and maturity levels, children grow to understand the workings of a democratic society and the individual's privileges and responsibilities in such a society.

A number of advantages in the rural school which contribute to a good guidance program have been discussed briefly. It was pointed out that the teacher has an opportunity to become well acquainted with each child, to be cognizant of his background and ability, to be familiar with his interests and activities, and to really understand him. Also, the rural school by its very nature is a democratic situation in which children of different maturation levels may work and play together.

HOW CAN RURAL TEACHERS HELP BOYS AND GIRLS PREPARE FOR HIGH SCHOOL?

Because high schools that boys and girls from one- or two-room schools attend are usually located some distance from their homes and because the children know so few pupils in the school, going to high school for the first time is often an experience entered into with anxiety or fear. Some experiences should be planned in the elementary school to help pupils meet this problem. One of the best ways by which teachers can prepare children for high school is to give them a well-balanced, all-round program. Teachers should use all available information on children in general and on each child in particular in planning and carrying on meaningful and worth-while activities during their entire elementary school attendance. Opportunity should be provided for children to share in many class experiences, to work with each other, and to be at various times both leaders and followers. In these ways children will gain knowledges and understandings, learn how to think problems through, and will become familiar with democratic procedures. Such experiences will help them to be able to take their part in class work and student body activities.

Rural teachers, because they often are counselors and advisers to their boys and girls, may have occasion to discuss with seventh- and eighth-graders the vocational possibilities open to them. The courses to be taken in high school are frequently planned. As the courses offered in different high schools vary, it is necessary for the elementary teacher to be familiar with the offerings of the particular high school to which the children will go. Thorough understanding of the high school courses and policies enables the elementary teacher to discuss these matters more intelligently with the pupils.

Cumulative records including data on intellectual, social, and emotional development, school achievement, health, and family background should be available for the high school adviser. Thus an opportunity for continued guidance is provided.

Teachers should be familiar not only with the academic opportunities but also with the social possibilities in the high school. If at all possible the elementary children should become acquainted with the accepted procedures at various social functions. If a child knows what behavior is expected of him, he enters into such activities more easily and gets more enjoyment from them.

When entering a large high school, rural children are often confused by such things as the cafeteria and the library. The procedures to follow in getting food or in securing a book, if not known, will upset a child who already feels strange in a new situation. By giving elementary school pupils experience in situations similar to those encountered in high school, much can be done to alleviate the feeling of insecurity and frustration. It is through actual doing that most will be learned, but if that is impossible vicarious experiences are a good substitute.

Elementary school teachers may help boys and girls in many situations by directing them to see the importance of good grooming. This should be related to healthful living as well as to social situations.

In helping boys and girls in rural areas to prepare for high school, the teacher should provide a well-rounded elementary school program, make herself familiar with high school opportunities, and assist the boys and girls in being able to meet new situations.

The teacher in the one- or two-room school has an opportunity to carry on a guidance program. It is true that she is isolated, but in many situations she has the services of county and state personnel. These people can give her help with specific problems. By carrying on a good testing program, observing boys and girls, understanding their backgrounds, interests, capabilities, and desires, the teacher is able to be vitally helpful to boys and girls in her school. In fact, the organization of the school lends itself to situations which are conducive to good guidance. The relatively small number of children, the freedom from strict grade lines, and the flexibility of schedule all contribute to the possibility of administering a good guidance program.

THE EXCEPTIONAL CHILD

CONSTANCE CHANDLER, *Co-ordinator, Research and Guidance,
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The principles of mental hygiene developed in other articles of this series will apply to every pupil. However, there will be some boys and girls in each room who will need greater understanding and consideration than others. These children are the exceptional ones, those who are sufficiently different from the average to present special problems. Of course, in a literal sense, every child is exceptional. To those teachers who are trained to observe in how many ways Ruth is different from Jane, two girls like Ruth and Jane could never be blurred into a composite picture of a "normal" child. Ruth is friendly, excitable, and eager to learn. Jane is poised, reserved, and more interested in painting imaginative fantasies than in perfecting her skill at subtracting. But because they present no "problems" they may go their way, unheeded, while the over-burdened teacher concentrates on the differences of the child who refuses to conform, the one who can scarcely hear directions, or the one who is painfully crippled.

THE EXCEPTIONAL CHILD DEFINED

Putting it in another way, if two teachers were given the same room for a month, one teacher might find one exceptional child while another might find ten. The attitude of each teacher has something to commend it. The first, under questioning, might wisely say that to accentuate differences is to create in the child feelings of being apart from the group. She would remind us that acceptance and fellow-feeling are basic needs in all of us, particularly during the growing process. She could point out that a child's concept of himself is formed to a great extent by the attitude of those around him, and that therefore similar treatment encourages similar self-regard. And, finally, we would be forced to face the fact that all classroom situations are group-oriented; that the welfare and goodwill of the majority cannot legitimately be sacrificed for the welfare of the individual.

The second teacher could offer just rebuttal. She could affirm that the group is composed of individuals and that each is fully entitled to the

maximum development of his unique potentialities. She could remind us that significant differences create needs which, if not met, may produce problems which warp the whole life of the child.

One child recently seen by the writer has made this point only too clear. The boy, upon referral, had suddenly refused to attend school. He would not discuss his reasons with anyone and would burst into tears upon questioning. A glance at his permanent record revealed that every teacher had noted that he was "emotionally unstable," that he had uncontrollable spells of weeping. The tragedy of the story is that teachers had seen and had noted his weeping, but they probably thought that he would outgrow his emotionality or that crying in itself was not "bad." They failed to realize that crying overcomes no obstacles and that it creates further ones because boys who cry are termed "sissies." They had noted, too, that this boy was not liked by other boys and that he would never complete his work except when prodded. But they could not combine this knowledge into the concept of an emotionally sick child who needed help and who needed it early before the pattern became too deeply set. Now he is a high school boy, with a psychiatric label of "neurotic." A psychological study of this boy while he was in second or third grade to discover the causes of his weeping might have prevented his being labeled a neurotic when he reached high school age.

Both wisdom and expediency require a healthy compromise between the extreme positions of group awareness and individual awareness in our classroom teaching. Likewise, in our writing, talking, and thinking we are forced temporarily to forget the Emilys, the Roberts, and the Stephanies. We must seek classifications and we must deal in generalities and abstractions. Bearing this latter fact in mind, we can then talk about kinds of exceptional children, grouping them together only because their outstanding differences create common needs which must be met if the children are to grow up to be mentally healthy. On the other hand, in so doing, we may fall into an error that is as serious as that of being blind to the differences between the "normal." We may also be blind to the similarities between the exceptional and the normal. We may forget that the hard-of-hearing child is first a child and only secondarily hard-of-hearing; that if his hearing needs are adequately met, his hearing disability may be of no greater significance than his red hair or his pug nose.

From a psychological point of view, then, the exceptional child is not exceptional because he is different, but because he has a difference which is significant in that it creates needs which are not shared to the same degree by the majority of other children. Certain specific hazards

and needs will be considered in discussing certain kinds of exceptional children. But the mere fact of being exceptional presents hazards which are common to the group. The first hazard for the exceptional child is that of feeling inferior because of his difference. Such inferiority feelings can usually be minimized with wise guidance. The first principle is that the child should accept his difference as realistically and as unemotionally as possible. He can probably do this if three conditions are fulfilled. The first is that the difference not be met with ridicule and rejection by his group, and the second is that it be neither overstressed nor unacknowledged by those adults whom he admires. Lastly, he must develop his talents and strengths so that he can achieve success and self-regard. One of the most notable students the writer ever had in class was a girl who had suffered from infantile paralysis. That the girl's concept of herself was not noticeably damaged by braces and crutches was shown by the fact that she was not only an outstanding student but that she was a school leader and popular with both boys and girls. Another hazard the child faces is that of exploiting his differences. Parents with an overly protective attitude nourish this exploitation, particularly in those children who are crippled or have had long or severe illnesses. Love and pity become identified. As a result, the child himself develops an overawareness of his condition, an egocentricity, and a demanding attitude which make the achievement of psychological maturity doubly difficult.

DIFFERENT GROUPINGS OF EXCEPTIONAL CHILDREN

Among the exceptional children, we find many different groupings of children who may be further classified because of the kind of differences they present. For example, we may speak of the physically, the mentally, and the behaviorly or emotionally exceptional. In the opinion of the writer, the ideal educational procedure would be to have the help of specialists in guiding these children and to set up special classes for the more extreme deviates. Each kind of child presents a field of study in itself. Many books have been written about special education. The goals of the present article are merely to remind the classroom teacher that there are differences, to stress feelings as vital factors in the problems which children have, and to point out a few of the ways in which we may reduce negative feelings and thereby reduce maladjustment in the exceptional child.

The Physical Deviates

The first group we might consider are the physical deviates, those whose physical equipment is seriously below average. From a psychological point of view, the hard-of-hearing child presents a particular challenge. This is true both because he is difficult to identify and because of the variety of personality and behavior problems which may ensue if his problem is unrecognized. Since the inauguration of pure-tone audiometric testing in Ventura County, every child referred for psychological study has been given an individual hearing test. Child after child who was described by his teacher as inattentive, stubborn, stupid, suspicious, or quarrelsome has been found to have a significant hearing loss. Such children have often been isolated and seated in the back of the room in order not to interfere with other members of the class and as punishment for misbehavior. Without diagnostic and remedial facilities there are few things the teacher can do, but even these few things may help immeasurably. The teacher's first approach to the child, and to all children, should be an open mind. She may at least raise the question "Can he hear what I have to say?" If there is any doubt in her mind, she can show him the consideration of seating him near the front of the room, speaking loudly and clearly enough to be heard, and standing so that her face is visible to permit him to learn some lip reading. She can be willing to repeat and re-word directions kindly, if requested. And she must ever keep in mind what a world of half sounds would be like to a child; to try to understand that she, too, might escape into a land of fantasy when the thread of classroom conversation becomes too broken; that she, too, might become sullen and resentful and angry on being scolded for what could not be helped, or at being a "fringer" of the social world of which she longs to be a part.

The Child With a Speech Defect

The child with a speech defect has his private world of problems, too. His first frustration is the failure to establish contact with others through the most fluid and omnipresent channel of communication available. Not to be understood or to be asked persistently to repeat is a frustrating experience. Like a snowball, maladjustment will probably be increased by the giggling, snickering, and teasing which may accompany a child's talking even though it may be fairly intelligible. As in other unhappy situations, withdrawing or aggression are two of the common ways of attempting to avoid the hurt. What of the point of view

regarding the speech handicap itself; the stuttering, the sound substitutions, and the other variants? Current thinking seems to be emphasizing psychological factors more and more in the development and continuance of poor speech. By psychological factors we mean more than the laws of learning in operation; we mean that speech is symptomatic of the general adjustment of the child and that a youngster may stutter because he is afraid of his father or of his teacher. He may use baby talk because his parents bicker and quarrel. If this is true, then one great mental health hazard would be the creation of further anxiety in the child. For a teacher untrained in the art of speech correction to call the child's attention to his defect, alone or before the group, is to add anxiety to anxiety. To subject a stutterer to unsuccessful attempts at reading before the group is an excellent way to reinforce his stuttering. On the other hand, to allow him expression and approval through a stellar pantomimic part might reduce his tensions. The teacher needs mostly to seek to understand both the child and his home and to give sympathetic consideration to his feelings. Speech work itself should be limited to that in which the whole class can participate. Each boy and girl will benefit from a strong desire for good speech and from practice in the use of his lips, jaw, and tongue.

The Crippled, Obese, or Delicate Child

The child who is crippled, obese, or delicate has a different burden. Aside from requiring that he put forth extra effort to do what other children can do easily (as for example a little second-grader who had lost all her fingers at the first joints and could still use pencil and scissors), there is the complicating factor of status. Little boys depend to such a great extent upon muscular skill and co-ordination for acceptance by their sex group that weakness in this direction may cause misery. Paul who cannot catch a ball and who lumbers while walking may make negative self-evaluations to an extreme degree. The writer has listened to the laments of many such youngsters who are shut out of competition in the world of games and excluded from a large area of social give-and-take. It is easier for the little girl in our culture to compensate in socially approved ways by good grades and ladylikeness. But as she grows older the esthetic factor looms large and she is apt to react with self-depreciation to any physical condition which makes her unlovely.

The Retarded and the Superior Child

Children have varying intellectual abilities as well as physical differences. Those with intellectual ability considerably below average are still, in most instances, forgotten children. They sit in classrooms day after day unable to follow discussions or to do any of the reading and arithmetic that the other boys and girls can do. In spite of their intellectual limitations they know that they do not know and they have real feelings of failure. The writer is reminded of one thirteen-year-old boy who had not yet achieved a mental age to enable him to learn to read. Day after day he sat in the classroom, drawing. The teacher felt she was doing him a kindness to let him stay with the group, but he expressed his unhappiness to the psychologist. He said that he knew that he was doing nothing and that he would rather be out of school than in. No teacher can prevent the sense of failure that develops if these youngsters cannot know some success, both in skills on their own level and in handiwork in which they are often much more able.

Ignoring the slow child is not to be condoned, but neglecting the superior child should bring greater criticism. Because the teacher feels that she need not worry about the superior children and because they can always be depended upon to give the right answers and bring credit to her and the group, she usually rests content with having them achieve up to grade or slightly above. However, some teachers are accepting a dual meaning for retardation. It refers both to a group standard and to individual potentialities. In the latter sense of the word, a student with a mental age of fourteen and a chronological age of ten would be considered as retarded even though he was reading on a sixth grade level. If we sincerely believe that sins of omission are as culpable as sins of commission, we have failed both society and the child of superior ability when we let him rest content with lowered aspirations just as much as we would fail society if we permitted a delinquent child to go unheeded.

No matter how truly we may believe in the equality of every individual in terms of essential value, the kind of society in which we find ourselves cannot survive long without intelligent leadership. So unusual has outstanding intelligence become, with only seven in a thousand having an intelligence quotient of 140, that it should be considered as precious a resource as uranium or oil. It is therefore time to do clear thinking about the meaning of "democracy," about the social and personal value of intellectual superiority, and about the criticism that our schools are geared toward mediocrity.

It is easy for the average teacher to understand and recognize the fact that a child who cannot know success is apt to make negative evaluations of himself; but what is difficult for them to see is that sometimes a brilliant child will make negative evaluations of himself. And yet inferiority feelings can develop in the gifted child as well as in the dull child. One case will illustrate. When referred to the psychologist for study Eloise was in high school and was making barely passing grades. She had even cheated in a test prior to referral. Testing revealed she had an I. Q. of 141, obtaining this score without putting forth any apparent effort. Her whole attitude was one of apathy. During the interview she confessed that she felt inferior to the other girls she knew, and she expressed wonder that they should have such poise and self-confidence. A conference with the mother gave a possible answer to the enigma. This pretty girl was an only child with a charming, passive mother whose sole interest was in making her daughter "happy." The mother had failed to recognize that indulgence does not bring happiness. Eloise had never been asked to do anything she did not wish to do. She had never known the joy of achievement because she had never put forth effort and had struggled toward no goals. Furthermore, her own self-respect was undermined. Without being able to put the feeling into so many words, this brilliant girl knew that she had no self-control and that she was at the mercy of the mood of the moment. How could she believe in a person who was as weak as she obviously was? The end result was that the school had a student without ambition and without friends who could never assume the position of leadership which her intellectual gifts and her physical charm would have made possible under other conditions of motivation. What efforts her teachers may have made in the past are unknown, but there is always the possibility that one might have been able to create enthusiasm in this passive girl and so might have helped her to become a spontaneous, effective person.

The Delinquent Child

Our papers and our magazines are headlining delinquency these days. Communities, schools, and parents are told how they are at fault and what they can do to ameliorate the situation. Actually, of course, the problem of delinquency is as broad as the problem of childhood itself. The delinquent child is one whose behavior has run counter to the laws of his community. This means that he has acted against authority and established custom. In many instances his actions may be interpreted as

frank assertions of a child's will to be a person, as resistance against crushing and inhibiting forces in his environment which are trying to destroy him as a personality, and as outlets for a pervading feeling of anger or hostility which can be stemmed only for a time and then must find release at any cost. Here is a brief story of Henry, who carried his resistance of authority from home to school and to society. It is offered to illustrate a common problem and a common erroneous solution.

Henry had been raised in a home where father was always right and where he proved that rightness by frequent and severe whippings. In school, Henry showed his resultant feeling of resentment in many ways. He bullied the younger children on the playground. He refused to obey the teacher. He talked back to her and called her "an old bag" when she tried to correct him. The children in the room disliked him because he interfered with what they were doing. Any attempt to get him to see the error of his way by group discussion was met with arrogance, and finally he spent long hours sitting in the hall or in the principal's office. Of course his work suffered. Social promotions solved nothing, and by the time he got to junior high he was so unruly that he finally had to be suspended. A conference with his parents simply led to more whippings and more restrictions. His sullenness grew and he distrusted everyone. The next step was logical. He sneaked away from home one night, broke into a house, destroyed furniture, and stole money from a drawer. Then it was time for the juvenile court. He expressed no remorse; he was a true delinquent—anti-social and feeling unhappy only because he had been so stupid as to be caught. He would be smarter next time.

Whether the cause of a child's negative attitude lies in the home or elsewhere, the school can often break the "vicious cycle" by learning that in most cases punishment merely intensifies the antagonism and aggression and that hostility breeds hostility. What is demanded of teachers and administrators in these cases is a little more imagination and ability to feel with the child. If one disregards those more rare instances in which a child has been so unloved that he has no capacity for love and therefore will respond only to fear, he will find that most children's defenses can be broken if their antagonism is met with acceptance rather than with anger. It would be well if those in authority could only say to themselves, "The angry child is a fearful child and an unhappy child." Those in authority should see that force will only increase the anger and the self-assertion, and thus further alienate the child from his classmates, authority, and his fundamental self. In one school of the writer's acquaintance a boy had been so antagonistic to all classroom

discipline that the teacher became very angry and refused to keep him in her room. Another teacher accepted him as a challenge and decided to try her hand. She received his temper outbursts calmly and let him go alone to cool off if he became too disrupting. Instead of telling him what he had to do, she asked him what he was interested in. Books about airplanes were provided and he became engrossed in reading them. A parent conference was held, not to report what a "bad boy" he was but to try to discover what experiences might have contributed to his resentment. The last time the boy was mentioned to the writer, his temper outbursts had diminished and he was adjusting very well to the room in which he had found a haven.

The Child with Emotional Difficulties

The last type of child we shall consider is the one with a rather deep-seated emotional difficulty. A common problem is that of inadequacy or inferiority feelings. These feelings tend to be generalized and to show themselves in a lack of self-confidence in making friends, in reciting in class, in physical defense, and so forth. Or the feelings may be covered up by fighting, bragging, and attention-getting behavior. Whatever the cause of the feelings may be, the interested teacher should ever be alert to spot their presence and to do what she can to alleviate them. The two principal antidotes for these feelings are praise and success. Many a youngster has been helped by being given little responsibilities in the room or by achieving a class office. It is in helping the children whose demand for attention and recognition is more overt that the teacher needs most to restructure her conventional moralistic attitudes. She must overcome the conviction that by giving the needed attention she is rewarding "bad" behavior.

The direct antithesis of the child who is negative to all directions is the one who is too compliant. As has been noted many times, this child is too often one who is approved by teachers. He presents no problems which are troublesome. He gets in no one's way. And yet his problem may be more serious than that of the other, who is at least asserting himself. The too compliant one has submitted to restriction rather than rebel. In consequence, he must constantly seek approval as a means of bolstering up his weak self-hood. He is fearful of everyone, of every situation, and mostly of himself. He sets a high value on grades, on rules, on politeness. He feels more at home with girls than with boys. He never displays any emotions outwardly, although within he may be full of

tensions and anxieties. In an older child, such a condition can probably not be helped by a teacher without psychological or psychiatric assistance. However, she can at least understand that the child who is lacking in spontaneity is emotionally sick. She can take care not to subject him to any fears which can possibly be avoided. She can encourage him to express his feelings. She can promote friendships and group activities. She can provide outlets in painting, music, and dramatic play. And she will welcome infringement of the rules of classroom order as a sign of improved mental health.

ESTABLISHING EFFECTIVE HOME-SCHOOL RELATIONSHIPS

INGA CARTER McDANIEL, *Consultant in Guidance,
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With a wave of his hand and a last lingering look toward Mother, standing there at the gate, Small Boy is off to a strange new experience. Crisp and clean and innocent, he has left the familiar and intimate security of Home and Parents to enter a new world of School and Teachers. From that first day of school on through many successive years, as Small Boy grows into Bigger One, he will find that school experiences will play an increasingly important part in his life.

Little Jerry, one day last September, expressed the anxiety as well as the hopeful expectation that every small boy feels, when he said, on that important first day of school, "Yes, this is my first year of school. But, this is just my first day so I don't know what the year will be like yet." He gave expression to the same emotions that assail every school child at the beginning of a new term or upon entrance into a different school environment during the term.

So many factors must be considered in planning that first year and every year during a child's school life, if optimal development is to occur and if the child is to be happy both at school and at home. The normal child carries with him to school the precious gifts of health, vitality, intelligence, curiosity, and the sum total of his past experiences. Within him are a wealth of potentialities to be realized as he learns and grows. How favorably he can adjust to the new environment; how well he can develop in knowledge, in skills, and in attitudes; how successfully he can work and play with his peers; how fully he can contribute to the whole life around him—all depend upon the mutual understanding of parents and school personnel. His success is largely dependent upon their related efforts and guidance. Throughout his school life, partnership of home and school is vital.

Small Boy is learning during every hour that he is awake. Education is a continuous process whether he is at home or at school. In fact, he spends a larger proportion of his waking hours at home even during the

school week. If, in addition, week ends and summer vacation months were counted, more education goes on under the supervision of parents than under the direction of teachers. To be realistic, education must, therefore, accept parent responsibility in the process.

EDUCATION A SHARED RESPONSIBILITY

The education of every small boy is a shared responsibility in which the school, the home, and the child himself must co-operate. This shared responsibility is an all-inclusive affair, not limited to selected portions of experience. Co-operation must be continuous and complete, not only in shared interests and determination of needs, but in planning, executing plans, and in evaluating results. Such co-operative responsibility must not be merely wishful thinking. If Small Boy is to grow successfully in every area of development—physically, mentally, socially, and emotionally—the co-operation of his parents and his teachers must be real and effective.

The parents control the major part of the child's environment. They not only guide Small Boy in learning the fundamentals of human relationship, but give direction to his interests and attitudes, his standards of appreciation and the norms by which he can make comparison and test the worth of various experiences. The school expands the primary home experiences by providing a selected, enlarged, and organized environment to meet the growing needs of the child. The child's relationship with his parents is the thread of integration unifying the child's increasing number of experiences as his area of contact increases to include the community as well as home and school.

This relationship is the constant factor in the life of the child. School conditions necessarily change from year to year. Most children have a different teacher each year or even each semester. Only as a friendly relationship is established between parents and school will there be continuity in the child's experience. As the thread of integration is fortified by the effectiveness of the parent-teacher relationship, the parents' co-operation extends beyond the classroom to include all those individuals who have a direct influence upon the growth and education of every small boy. Principals and supervisors, superintendents, members of the Board of Education, the school nurse, the guidance specialists, recreation directors, club leaders, clerks, custodians, members of the parent-teacher association, the voting citizens of a community—all participate in the education of the child and merit the friendly co-operation of every parent.

Today we realize more intelligently the nature and needs of young children and we know that the total environment of a child must be conducive to successful growth and development. Only when the school, the home and the community establish and maintain the same general environment can the best results be gained. One must complement the other, since we are concerned with the welfare of the whole child.

Parents and teachers have the rare privilege of working as collaborators in life's greatest experiment, that of educating children to live more wholesome, happy, effective lives. Even so, the establishment of constructive, positive relationships between teachers and parents often is a slow business. All too frequently such interchange as there is between home and school is formal and strained. Yet teachers and parents have a common interest which should make them colleagues virtually and actually. The primary concern of each is the well-being and the development of the child. What can we do to bring the home and school into a closer bond? How can the teacher and the parent become effective collaborators?

MEANS TO ACHIEVE HOME-SCHOOL CO-OPERATION

There are many means by which this goal can be achieved. The school must assume the responsibility for planning a general public relations program to include not only the dissemination of information but also programs, teas, school demonstrations, classroom visitations, and parent-teacher conferences. The teacher, moreover, should take the initiative in winning the friendship and understanding of the mothers. The foundation of parent-teacher co-operation lies in the mutual sharing of information, in thinking through together the behavior desired for a particular child and in working out together methods that may be used at home and at school to obtain the desired results. Both have information necessary to the better understanding of the child and are thus on an equal basis. From the parent the teacher can best obtain the facts concerning the child that will help her to understand the child's behavior and to enable her to give more effective guidance. Observation alone can not supply information concerning the child's heredity, home environment, daily schedule, out-of-school activities, and early experiences. The teacher should visit the home if at all possible and should arrange conferences with the parent at school.

Home Visitation

There is no better way for a teacher to gain a better understanding of the child in relationship to his environment than by visiting the home. The teacher should come as a friend and should exhibit the ultimate in tact, courtesy, and genuine friendliness. In most cases she will be welcome, but when there is evidence that her visit is not desired by the parent, she should not intrude. She should in no way appear critical of the home or the family. Not only does she have an opportunity to gain information, later to be recorded in the guidance folder, but she can give information tactfully concerning school policies and procedures and can answer questions that a parent might wish to ask.

Many schools have well organized programs of home visitation, wherein every teacher makes a friendly call at the home of every pupil of her class during the early months of the school term. Usually a form is later filled out and is available to principal, visiting teacher, and counselor. Notation should be made on the Cumulative Record Folder or on a continuity sheet. When the teacher has shown that she is truly interested in the child, she has won the respect and confidence of the parents.

Services of the Visiting Teacher and Psychologist

The home visitations made by the classroom teacher in no way supplant the work done by the visiting teacher, who is employed increasingly in the public school systems. She is a specialist who visits when further study of the home is needed, or when the parent needs further interpretation of the school program. She is called upon to study and to aid children who are handicapped by their social environment. She is concerned with cases of maladjusted and delinquent children and she co-operates fully with community and state agencies of family and child welfare.

In some school systems this function is performed by a clinical psychologist or counselor. She is trained in the psychological techniques of examining children with problems and in advising with their parents, teachers and principals. In either case, the visiting teacher or the psychological counselor are invaluable as liaison officers between the school and home and they help to bring the parent and the teacher into closer understanding.

Attendance Counselors

Most schools have contact with certain homes through attendance counselors, who are in close co-operation with the classroom teacher, the visiting teacher, the guidance director, and the health department. At such times as a court hearing or a judicial conference, the attendance counselor represents the school in giving necessary information concerning the child and his problems and performs a liaison service on behalf of the child and his parents. Through such a service, another link is welded in the chain connecting home and school.

The Public Health Nurse and the Health Department

Another link in this important chain is that effected by the work of the public health nurse. Practically all parents are concerned about the health of their children, and through this mutual interest, the nurse has an effective entree to any home, even those considered "difficult." It is imperative that the nurse be in close touch and sympathy with the policies and events of the school. It is unwise for any nurse to assume counseling duties apart from health. She should be able to give referral to appropriate persons or agencies. The nurse is in a key position to create good will between parents and school personnel. Even before the child enters kindergarten, the parents are made aware of the fine health service available through "well-baby" clinics, through the summer round-up for pre-school children, and through free immunization service. These activities are carried on in the school building and are sponsored by school and health departments with the faithful help of the parent-teacher association.

Parents are notified by letters from the school as to dates for physical examinations, dental inspection, chest X-ray, and special services sponsored by the school and health department. The parent is urged to be present and to confer with doctor, nurse, and teacher. When the health program is administered effectively in a school system, the home-school relationship is materially bolstered. When friendly letters are sent home preceding a physical examination, parents respond almost unanimously.¹ Indeed, the health department is a major ally in the schools' campaign to build more effective relationships with the parents.

¹ Response in school's of San Bernardino County in 1946-1947 varied from 75 per cent to 99 per cent.

PARENT-TEACHER CONFERENCES

If the school accepts its responsibility for personality growth in the child, it will mean that the teacher must have frequent contact with the parent. Therefore it is obvious that individual parent-teacher conferences are not an adjunct to the school program or curriculum but an integral part of it and become the strongest link in the chain connecting home and school. Value of such conferences increases as parents and teachers become accustomed to working together; as they take place regularly and systematically; and as both parties are made to feel secure. The child benefits from the mutual exchange between the agencies most interested in him. The teacher knows the scientific principles of child development and the mother supplies actual facts about Jerry's growth and characteristics. The exchange is a fair one and a better understanding of Jerry results both at school and at home.

One matter which may advance or hinder good parent-teacher collaboration is the way in which conferences are handled. Control of relations between teachers and parents rests primarily in the hands of the school and especially of the teacher herself. While conference relations represent only one of the points at which school and home should come together, they are crucial because of their direct and personal nature. When two people sit down together to discuss a situation, attitudes are easily formed. Sound procedures for parent-teacher conferences may well provide the foundation of constructive home-school relations. Planning and effective preparation are indispensable if the conferences are to be successful.

As a preparation to individual conferences, the teacher may invite all parents to participate in a group conference for the purpose of discussing plans, goals, policies, and philosophy which affect the group of children as a whole. During the conference, the parents have the opportunity to ask questions concerning grouping of children, educational guidance, school policies, and teaching procedures. The teacher has the rare opportunity to learn which of the school experiences are retold the most frequently at home.

Such a group conference also serves as excellent preparation for the individual conferences to follow. The teacher contacts each parent by note, telephone, or mimeographed message, to arrange an appointment for the individual conference. The teacher should plan carefully for each conference, determining the significant point to be discussed with the parent, familiarizing herself with the child's cumulative record infor-

mation, reviewing, mentally, behavior characteristics both in the classroom and on the playground. She will have on hand a folder of the child's work and copies of study material actually used by the children. It is the teacher's responsibility to establish rapport through a friendly greeting and an attitude of respect for the parents' opinion. The first important step in any conference with parents is the establishment of a working relationship with the parent. There must be a desire to work together for the child.

During the time of the conference, the parent has the opportunity to ask questions concerning the child at school. The teacher also has the opportunity to elicit information concerning the child's sleeping and eating habits, emotional and nervous stability, preschool development and attitudes toward school. Parent and teacher will agree on goals for the child. The kindly, thoughtful teacher will inform the mother first of the child's strengths in ability, his interests, and his achievements. Every parent enjoys hearing the little amusing incidents centering around her child. When the mother seems entirely at ease the teacher might present tactfully the child's problems and weaknesses.

The teacher should indirectly guide the mother into making definite suggestions for the child's improvement. The skillful counselor is a good listener. The understanding teacher will not try to out-talk a parent. Moreover, she will assiduously avoid showing disapproval or implying criticism of a parent. The effective teacher will find an opportunity to show approval of some attitude or technique that the parent is using.

There will be some children and parents so severely disturbed that expert psychological or psychiatric counseling is imperative. The teacher's responsibility is to recognize these cases and to try to arouse the parent to seek expert help. It should be stressed that teachers are not equipped to deal with these cases. Even though she might provide a comforting listening ear, the teacher can only provide temporary relief to a parent's emotional tension without giving real help. These situations should be referred to the guidance specialist or psychological consultant. Helpful indeed, in promoting better home-school relationship, is the provision of adequate psychological or psychiatric personnel to give help in cases where the need for expert counseling is indicated.

Parent-teacher conferences, vital as they are, should not be relegated to after-school hours, when teachers are weary at the end of a day and when mothers are concerned about dinner preparations and the responsibilities of after-school child care. Time for these conferences should be set aside in the regular schedule. Various schools have tried inter-

esting and effective plans. One school includes on the teaching staff a "floating teacher" who can take over the classroom while the teacher is holding a conference. Another plan is to reserve one afternoon a week for conferences. At this time no classes are scheduled and the entire afternoon is used for conferences. In other schools, a class works in the shop or the art room for an hour while the teacher is released for conferences. Some schools observe a minimum day schedule during the two weeks reserved for parent conferences. A planned time for conferences is necessary to the success of this way of building closer relationship between home and school.

Reasons for Conferences

Although report of pupil progress and discussion of normal progress and adjustment are the most frequent topics discussed at parent-teacher conferences, unsatisfactory school progress and problems pertaining to group adjustments are important topics as well.

An analysis of conferences by grade level reveals interesting information concerning the kindergarten. Here, where the school has its first real contact with the child, discussions are based on general health, mental health, and group living. Teachers give parents help in such matters as directing and guiding aggressiveness and dominance, in relieving fear, in building up security and self-reliance.

In the elementary grades mothers and teachers usually discuss pupil progress but many times the discussion centers around personal-social problems of behavior, grade placement, and health factors.

Most of the junior high school conferences deal with school work. One of the specific goals of the counselor at this level is to increase the parent's understanding of the difficulties of the adolescent period in terms of the academic ability of the pupil, in terms of setting goals other than the marks earned in school, and in terms of thinking about the child's personal development. At the same time the teacher gains in understanding, through discovering what the parent thinks and feels and what pressures are being exerted upon the child.

One of the most difficult conferences is that in which the teacher must tell a parent that her child is mentally retarded. Parents in these situations do not need to know the exact measurement of retardation. That the child is "slow to learn" is enough at first. They really want an understanding of their own emotional needs. They need help in gaining perspective and insight. They need release from a feeling of guilt or

shame. They need suggestions for guidance in terms of what the child can do and can learn. The parent must be helped to face the problem realistically and to plan for the future in terms of the child's ability and more serious limitations.

To accomplish effective guidance in these cases the teacher or counselor must plan a series of conferences. He must always be aware of the serious emotional involvement blocking the parent's ability to be objective, the parent's perennial hope that the child will outgrow his trouble, and his fear of state institutions and special schools. In these cases the teacher needs the help of the school psychologist or guidance worker, particularly if recommendations for special placement are to be made. If these are not available the teacher should try to have available the names of specialists in the community or the address of the nearest child guidance clinic. ✓

A report of parent conferences should be kept in the child's cumulative record folder. Continuity and consistency from year to year is essential to the intelligent direction of the child's developmental program. Satisfactory reports should be brief, objective, and ethical. They should include names of parent, child, and teacher; date of conference; statement of the reason for the conference; summarization of the discussion and a statement of the procedures agreed upon by the parent and the teacher. Extremely personal conferences should not be part of a record that will be on permanent file throughout a child's entire school life.

Successful counseling depends on the relationship between the parent and the teacher. It must be a relationship that permits the parent to express his thoughts and his feelings with the knowledge that he will be listened to and understood by a sympathetic and interested person, who in turn helps him to understand and more readily accept both himself and his child. The wise teacher realizes that time spent on parent conferences is really saved because it helps eliminate many classroom problems.

Reports of Pupil Progress

School reports to the home are particularly important in the building of home-school relationships. Report cards are still issued in the majority of California school systems, but we are rapidly forsaking the old-fashioned letter or number grades in which each child was evaluated in comparison to the group. Today we are concerned with the growth and progress of each child measured in terms of himself. The system

of reports should interpret to the parent the school's concern about the adjustment of the child; his techniques in group activities; his achievement in terms of individual capacity; his strengths and weaknesses. Many school systems have discarded all symbols and are using check marks to denote degree of growth in work and play activities and in specific learning experiences. San Bernardino County, in addition to the teacher-parent conference, issues written report cards in which a check is placed in one of three columns to designate degree of growth in each item included. The columns are headed "is doing his best," "could do better," "needs help in." The teacher's note amplifies this evaluation.

Reports that are descriptive only of behavior and not of the factors causing it produce in the parent a feeling of dissatisfaction or frustration. The parent needs an analysis of factors producing the behavior and suggestions for constructive methods to employ. With the aid of such specific information, the parent can parallel the school experience at home. If the difficulty has been arithmetic, she can, for example, show Jerry that arithmetic is useful by providing real experiences at home, such as making purchases, keeping records, or measuring. If the problem is lack of co-operation due to failure to take responsibility, the parent can provide real experiences in this area at home. Parents overwhelmingly are "sold" on the analytic type of report that includes helpful suggestions for guidance.

Feeling that a better understanding emerges and a happier relationship between home and school can be fostered by this means, an increasing number of educators are favoring the teacher-parent conference method of reporting pupil progress to parent. The Inglewood city school district has developed this plan to an exemplary status, issuing a written report only as the final form at the close of the school term. The plan chosen and followed for the last seven years in the Inglewood schools provides for a conference held by each teacher with a parent or guardian of each child during the early part of the year, (1) to interpret the purposes of the school, (2) to discuss the needs of the child, (3) to establish co-operatively the goals for the child's growth, and (4) to discuss proposed experiences to meet his needs.

During the middle of the year another report is made by means of a conference, a comprehensive letter, or a report form. Emphasis is placed upon actual growth made by the child. Goals set up at the first conference are also evaluated. At the end of the year an evaluation is made and recorded on a standard form, sent to the parent or guardian. This interprets, to the parents, the teacher's and the child's judgments as to how

the child has grown in relation to the original goals. The parent returns to the school an attached blank on which he can give his opinions regarding the progress of the child, especially at home, and can also suggest things that will help the school. Additional reports are supplementary to the three required, and are made when it is considered desirable in individual cases.

In San Bernardino County, teacher-parent conferences are held the first and third quarters of each school term. Written reports (checks and teacher's notes) are sent home at the end of the second quarter and at the end of the term. Minimum-day schedule is held during the week of conference, and appointments for the parents' visits are made previously.

In preparation for the conferences, faculty discussions are held. Techniques for a successful conference are planned. Such points as these are emphasized:

1. Begin and end the conference with good points.
2. Suggest means of attaining growth.
3. Emphasize mutuality of responsibility.
4. Evaluate child's achievements in terms of individual capacity and growth.
5. Have ready answers for expected questions such as: "Why don't we have competition?" "Why is manuscript writing taught in the lower grades?" "Why do you have social studies first period each day?" "Are phonics old fashioned?"
6. Have on hand such materials as the child's folder of work, cumulative guidance record (and this is a good time to get the necessary information), a list of achievements or unusual data in which the child shows progress or needs help, a memorandum pad for making notes to give to the parent at the conclusion of the conference.
7. Teachers Conference Guide—a bulletin (prepared by a joint committee of supervisors and teachers) summarizing goals and objectives in each area of a child's total school experience.

Teacher's preparational meetings should be "on-going." Conferences cannot be adequately planned without the background of philosophy of education. San Bernardino County teachers are evolving a functional philosophy and, at present, have generally agreed on these basic theses: that education is the gaining of techniques of living together now, and should emphasize the building of basic concepts and understandings;

that the child is living in a dynamic, changing civilization; that education must provide for a child's fullest growth at school, at home, and in the community.

The Parent-Teacher Association

There is no agency which can be more valuable in bringing the home and school into closer relationship than the Parent-Teacher Association. Its primary purpose is to co-ordinate the work of home and school for the welfare of the child. Other goals include study of child growth and development; education of young people for parenthood; support of needed legislation for education and child welfare. The Parent-Teacher Association has sponsored some of the finest projects carried on in our schools. The school has a challenge and responsibility in helping the Parent-Teacher Association plan an effective program of study; in presenting problems and needs of the school, as well as in clarifying principles and techniques of today's schools.

SCHOOL PROGRAM TO INFORM PARENTS

The educated parent is in most cases the best parent, and the school will gain from a program which keeps parents informed. There is a rapidly growing demand for more effective parent-education programs. Parents who attend such classes express their clearer understanding through more whole-hearted co-operation with school activities and policies. They often become emissaries of good relationship throughout the district. Another reason for the importance of parent education lies in the fact that parents' attitudes, home discipline, and other methods of dealing with children in family relationships are probably the most important factors in the child's development. The child's home and its influences are a basic part of him. There must be a co-operative and genial relationship between the home and the school if the child is to derive the fullest benefit from school.

Co-operative planning, well-trained leadership, advertisement of meetings, and friendliness are essentials. Topics must be in terms of parents' acknowledged needs and interests. Informal, democratic discussions are an important part of the meeting. Visitation of classrooms, when well-planned preparation and follow-up are integral parts, can be effective ways of interpreting schools of today to the parents. Demonstrations, films, and workshop sessions are other effective means. At least two general Parent-Teacher Association meetings during the year should be

devoted primarily to education. A good parent-education program is the best public relations program a school can sponsor.

Attracting Parents to the School

The school must reach out in effective ways to bring the parents to school. American Education Week in November and Public Schools Week in April emphasize the nation-wide need for this. Programs, open-house, and exhibits held during these times are effective magnets in drawing the parents to school. Back-to-school parties have been tried with great success in many of our secondary schools. When planned with assemblies, classroom conferences with teachers, and with an evaluation period, these evenings are both enjoyable and informative.

As part of the group guidance program in the eighth and ninth grades in San Bernardino County, parents of the students are invited to the school following an individual student questionnaire study made in the classroom by the guidance specialist and the teachers. During the evening meeting, fathers and mothers meet with students, teachers, and the guidance director to discuss future school programs and vocational guidance. The students participate actively, and also present program numbers and serve refreshments to the parents.

Classroom teas and special school visiting days are effective in bringing parents to school. There should be ample time for each parent to meet the teachers and for a group conference wherein the teacher has an opportunity to explain the policies of the school, the goals of the grade, and the characteristics observable in most children of that particular grade level. Work of the pupils might be shown, books suggested, and tea or fruit served. Throughout the term, similar meetings might be held to build up better understanding between teacher and parent. These meetings are particularly helpful in the modern school where the procedure is different from the traditional school experience of the parents.

Literature from School to Home

The school sends notes to the home, as well as announcements, bulletins, newsletters, and invitations to special school events. When carefully and attractively made, these contribute another effective means of bringing the school into the home. Helpful indeed in interpreting school policies and affairs to the parents would be the annual issuance of an interesting and attractive school manual or handbook to be made available to each home. This booklet should include a simple explanation of school

objectives, information concerning the school and its various services; a list of grades, rooms, and teachers; a schedule of holidays and events for the school term; specific information concerning playground and recreation centers operating after school hours; a section on parent-teacher association meetings, programs, officers, services, parent-education classes; location and services of kindred agencies (e.g., health department, probation department, social welfare department, counseling and placement services); and finally, a section made up of children's contributions—poems, little stories, sketches. This is a project in which the entire school might participate with the direct objective of reaching the home. Issuance of a regular paper or newsette could serve the same ends but the handbook contains more information and can be kept for reference throughout the term.

SPECIALIZED SERVICES TO AID HOME-SCHOOL RELATIONSHIP

Those who are engaged in specialized services in the school system have a major responsibility in promoting stronger home-school relationships. Counseling, guidance, supervision of health and attendance all require direct contact with parents. Much can be done through a friendly, positive approach; through interpretation to the parent of the school's point of view; and through an objective, sympathetic management of the problem in hand to promote co-operation and good will on the part of the parents. Conversely, the insecure or disgruntled teacher in many instances will change her attitude when the problems of the parent are interpreted to her in an objective, sympathetic manner.

The specialist can do much to help the teacher with her own emotional problems. Sound mental health is essential to the happiness and efficiency of the teacher. If she is to confer with parents and help them to do constructive thinking, she must be well adjusted emotionally. The teacher cannot carry the load of responsibility towards pupils and their parents unless she is well-poised and sound physically, mentally and emotionally. Moreover, the specialist's help often is necessary in aiding the parent toward a better understanding of a child, particularly a child who is having difficulty in the school situation.

There should be on the staff a specialist who can be responsible for a program of in-service training. Such a specialist would train the teachers in parent counseling by working with them on their individual cases and through group discussions. In some instances, he might take over a difficult or complex problem of counseling, but in most cases the teachers

should interview the parents of their own pupils, under supervision. By functioning in an advisory capacity, the specialists service would thus be extended to the parent body as a whole. The guidance given by the specialist can be of invaluable aid in promoting effective co-operation between teacher and parent.

NECESSITY OF TEACHER-TRAINING PROGRAMS

It is imperative that teacher-training institutions and in-service training programs include instruction in home-school relationships, emphasizing techniques of interview; letters and reports to parents; effective ways of bringing the home and the school closer in understanding and in achievement of mutual goals; and most important of all, an understanding of the whole child which includes a knowledge of the effects of home environment and parent-child relationships. Special preparation is needed in parent counseling. A special background of study and training is required for successful conferences. Teachers must be well grounded in mental hygiene and the psychology of personality adjustment. They need a thorough knowledge of the normative growth and behavior expectations of the age range of the children with whom they will be working. It is obvious that unless a teacher knows what behavior is within the normal range of expectations, she will not know which children are deviating seriously enough to cause concern. Good counseling techniques can be learned through supervised practice and study and should also be a required part of each student-teacher's training.

OTHER MEANS OF EXTENDING RELATIONSHIP

Most promising of all factors is the growing concern of communities regarding education. The Masonic orders, the American Legion, the American Association of University Women, the woman's clubs, and various service clubs have sponsored educational forums, school visitation, hobby shows, essay contests, music and dramatic projects, and Know-Your-School study programs. The schools have a challenge as well as an opportunity in assisting in these excellent activities. It is imperative that these interested groups be given correct understanding of educational philosophy and school procedures. Throughout the history of education in America, the schools have belonged to the people and it is proper and necessary that communities be concerned enough about their schools to assure their children and youth of the best possible education, and to protect schools against harmful, subversive criticism.

In order to get community interest and support, schools must sell to the public the efficacy of the modern educational program. We must, perforce, include salesmanship in our discussion of methods of achieving co-operation. The use of forums, general conferences, newspaper stories, and a spreading interest in school affairs will do much toward bringing home and school into closer bonds. Personal invitations, calls and contacts are highly important. Regular newspaper articles on school activities and problems create a wide interest in education and the school program. A community-wide annual meeting in which both parents and educators participate is an excellent idea for kindling interest in school affairs.

The teacher remains the key person in any public relations program. Through her attitudes toward parents she can influence children toward a deeper appreciation of their homes and parents. In innumerable ways she can create a friendly feeling in parents toward school. When she is helping the children to make gifts and greeting cards for parents, inviting parents to classroom programs and activities, sending home samples of work and informal notes, sponsoring parent teas and visitations, and arranging frequent parent conferences, the teacher is consistently and earnestly welding together the links to strengthen the chain of effective home-school relationships.

Teachers who are aware of the problems of children can do a great deal to assist parents in guiding their children effectively. Parents are interested in the welfare of their children and are alert concerning the mental and emotional growth of their children. The child needs understanding, trained parents as never before in history and the school cannot expect maximum results from its work unless it is supported by intelligent parents. Children are best served by constant co-operation between home and school.

COMMUNITY EDUCATION REFLECTED IN THE CLASSROOM¹

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Contra Costa County*

The setting for this little drama of education is a small and historic community. The action takes place in and around the local schoolhouse. The old-time families are strongly traditional and their ties to the past are strong. Although the vibrant life of the community is gone, having ridden out of town on the last stagecoach, the local store, post-office, and community hall struggle on.

The characters of this drama are the old-timers, the newcomers, the children, and the teachers. The old-timer grandparents had built the schoolhouse and community hall. The old-timers are, at the beginning of this small drama, organized into a community club and have exclusive use of the community hall. There are no school children in these families, but the interest in the school is strong and critical. They carry the banner in their hearts upon which is inscribed "what was good enough for father is good enough for me and good enough today."

The newcomers are of two types: farm workers and city commuters. "We want modern education for our children. Let's do away with this school and send our children to a modern school." The newcomers have barricaded themselves in the school building under the guise of "The Parents' Club." The ensuing battle rages in the homes, in the community, and in the classroom.

The children are from the homes of the newcomers, and these children have also taken up the battle. In addition to battling the old-timers, they are in combat with all life. As the first scene opens the children show openly their critical contempt of the teachers. Discussions and quarrels in the homes and community are reflected daily in the school. Their daily behavior in the school is characterized by open disobedience, slurring remarks, shocking language, revolt against learning, and apparent dislike for everything.

The two teachers are the heroines of this drama. They are new to the district as the drama begins. Just as had been the case for the past

¹ Miss Mary Durkin and Mrs. Isabel E. Cans, teachers in a two-room rural school, developed this parent-education program and carried on the study of community development. All the credit for the work and the results should go to these two teachers.

several years, the former teachers had quit after one year. The tradition has been to either starve the teachers out each year or drive them out with public opinion. Even "rare" teachers could not survive the ordeal longer than a year. Each year the newcomers have raised their hue and cry. Each year the old-timers have drawn the purse strings tighter. Historically the salary for teachers has been low, lower than the normal for rural teachers. Traditionally, supplies and equipment are lacking. Actually the classrooms are dark and dismal, entirely below the minimum standards for an acceptable teaching environment.

SCENE I: ISOLATING THE PROBLEM

The two teachers have taken over the school for their first year. It is quite apparent they are to be confronted by a hostile community, inferior equipment, and an openly rebellious group of children. It is observed that the children are taking sides with their parents on local issues. They show contempt for the teachers, are rude to visitors, and quarrel among themselves. Several approaches are tried in an attempt to work with the children, but no favorable progress is made. A decision is soon reached. It seems that there will have to be a program of community education if any progress is to be made with the pupils.

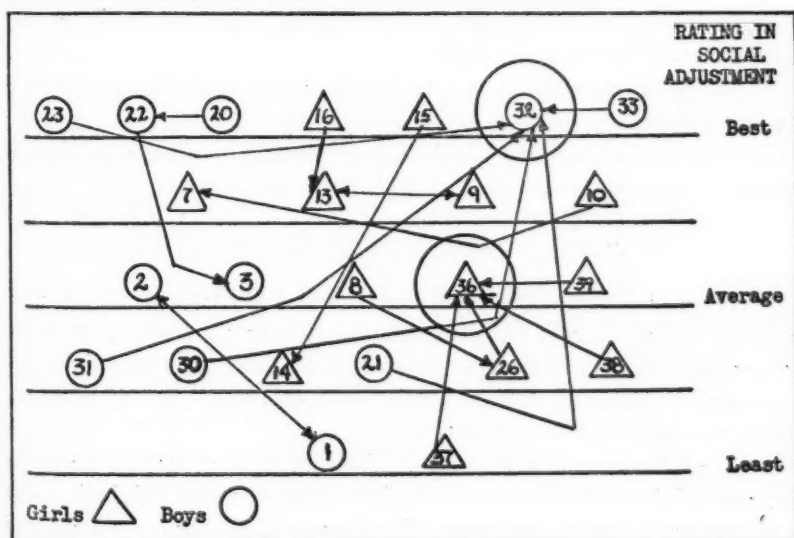


Figure 1. Friendship Ties and Social Adjustment among the Older Pupils in the Classroom, According to the Rating of the Teacher, Before Community Education Was Undertaken

It is decided to make sociometric diagrams of the classroom situation. Since the older children are the greatest problem, the first chart is made of them. Figure 1 shows the friendship ties within the classroom and the rank in social adjustment within the class on five levels, according to the teachers' judgment based on the children's behavior. A numbered symbol for each pupil has been placed on a horizontal line indicating his level of adjustment, and friendship ties between pupils are shown by straight lines and arrows between symbols.

The chart shows that girl number 36 is a dominant leader of the girls and that boy number 32 is dominant leader of the boys. There are a large number of isolates in the group. However, it is evident that the class is divided into two definite groups.

The character of the girl leader is such that she quarrels with everyone. She is an antagonistic person and frequently shows the same outstanding opposition to the school, the teachers, and the old-timers that the parents show. She is definitely a problem pupil. To a large extent, the other girls follow her example.

The character of the boy leader is such that he gets along with the other boys very well, is a leader in his group, and is well-adjusted in social relationship to the class. However, he is disobedient to teachers, very impolite to visitors, shows little interest in school work, and reflects community attitudes in his school life.

All the children show many of the characteristics shown by children of broken homes.

The problem is to see what effect a community education program will have upon the leaders and other children in this class.

SCENE II. COMMUNITY EDUCATION

The two teachers are quick to recognize the problems of the community and are careful from the start not to take sides with any of the community clubs. For example, whenever anything is needed from the community, identical letters are sent to the Community Club and Parents' Club, making identical requests.

A mothers' club is organized. The mothers are mainly from the Parents' Club, which has been formed by the newcomers to fight for their convictions on community issues. The Parents' Club has been successful in defeating a bond issue to build a new school. Their purpose in voting against this bond issue for a new school in the community was to force abandonment of the old school with the hope that the children will then

be sent to a modern school in a larger community. The Mothers' Club is formed to study children and to assist in the proper education of the children. The theory the teachers have in mind in encouraging the organization of the Mothers' Club is that informed parents will not quarrel and will not criticize school methods and results on an emotional basis only. The mothers are openly told that the school can do without a lot of things but it can not stand up under quarrels of parents and pupils. The mothers are actually brought into the classroom to observe the pupils at work, and the development of the children is pointed out while they observe. Mothers are shown things that the children have done, whether normal or abnormal, and the probable causes are discussed.

Public meetings are held at the schoolhouse each month. In these meetings, motion pictures are shown and speakers brought in to talk on how to understand children. Conduct, attitudes, and mental hygiene of children are stressed. Reasons are demonstrated for the children's open contempt for their parents and other adults, and discussions are held on the problems involved. The community is shown how children are injured by the attitudes and behavior of the home.

Parties are arranged for various reasons and held in the schoolhouse. These meetings and parties soon become too large for the school. The community hall is still open only to the Community Club and is used only once a month for the Community Club dance.

First use of the community hall for general community purposes is granted when a large influx of children from migratory farm families descends upon the school. The school board is obliged to use the Community Hall for these children and an emergency school is opened in the hall. This school is small and lasts only a month. Later school events are then scheduled for the hall without too much disfavor.

Since there is no kindergarten, an orientation program is arranged for preschool children. Shows are held for these preschool children, and the young school children act as hosts. Of course, the mothers come with their preschool children.

The community begins to take pride in its school when the older children are heard over the radio from a city broadcast. The children bring back stories and tales of adventure from field trips and visits to city attractions.

All programs, shows, and school performances are open to the public. Notices go out to all adults. Notices are received even by those who do not have children in school. These adults begin to attend. Visits are made

to farms and points of interest. Special interest is shown in the farms of the old-timers. The children see baby chicks hatching, little calves eating, plants growing, and many exciting things happening. The owners entertain these children and frequently hold parties for them.

A hot lunch program for the school is promoted by the Mothers' Club. While the mothers fuss and fight over organizing the program, the teachers and older children do the planning and cooking. When the mothers finally settle their differences the program is turned over to them.

Many other opportunities are found to bring the community together. Each opportunity is used to educate the community further in the understanding of children, in the basic foundations of education, and to stress harmonious social interaction of people in the community.

SCENE III: THE RESULTS AFTER ONE YEAR

After a year, the children have definitely changed in attitudes and interests, and have gained new skills. There are no quarrels and no frequent acts of contempt. A visitor to the school is met at the door by a pupil who acts as host in a carefully explained tour of the school. The class work is not interrupted. Children keep on with their work and take pride in showing what they can do.

The parents take great pride in being informed about their children. Almost every day some parent comes to school to talk and point out new things he has learned about children. Every parent seems vitally interested and whenever something is read in popular magazines about children, the article is sent to the teacher with comments on its merit. The parents are doing a lot of reading.

All community groups come to the school programs. They are all receptive to new ideas and enjoy each program. The community hall is open to the public for use once more. Parents and nonparents have joined in asking the teachers to remain another year and have offered any salary necessary to keep them there.

The hot lunch program is under way for this year, run by women of the community whether they have children in school or not.

Community attitude toward the teachers has changed. There once was a feeling that the teachers were not interested in their children. Now they know that these teachers are vitally interested. They know how and what their children are learning.

In the classroom a great change has taken place. Figure 2 shows sociometrically what has happened to the classroom after one year of community education.

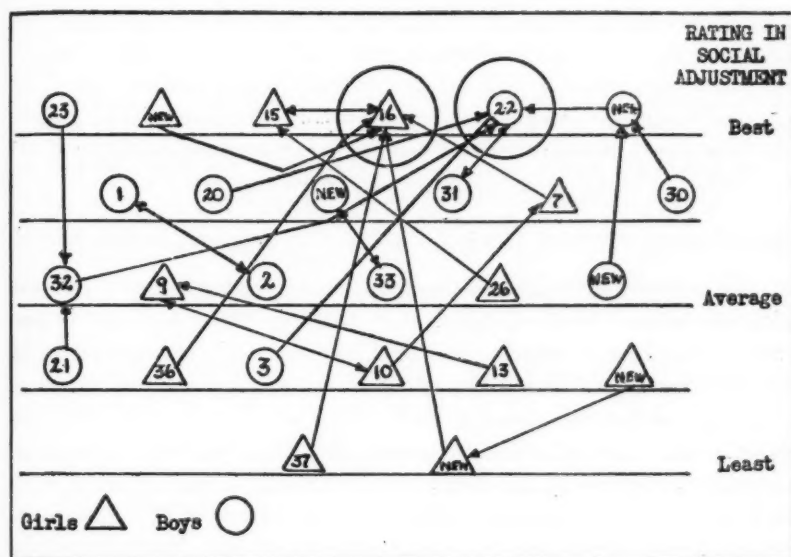


Figure 2. Sociometric Grouping of Older Children in the Class After One Year of Community Education, Showing Friendship Ties and Teacher Rating of Pupils' Social Adjustment

Girl 36 has lost her following. She has not yet improved in social adjustment. Instead of pupil 36 being the dominant leader, pupil 16 has assumed leadership of the girls. Pupil 16 was previously an isolate with no one choosing her as a best friend. Pupil 16 shows best social adjustment in the judgment of the teacher as well.

Boy 22 has definitely taken the leadership from boy 32. Pupil 22 is one of those judged by the teacher to have the best social adjustment. Former leader 32 has dropped down to average social adjustment. However, since the entire behavior of the class has changed for the better, probably pupil 32 has remained stationary and the others have improved.

The behavior of the class has changed from one of active contempt and non-co-operation to a class active in approval of its teachers and in classroom co-operation.

The entire social and attitude picture has changed in the classroom. The teachers feel they will be able to carry on the education of the pupils, now that the community has become receptive to modern educational ideas and standards.

UTILIZATION OF COMMUNITY RESOURCES FOR PUPIL ADJUSTMENT

ELLA-MASON WITTKER, *Clinical Psychologist, Pasadena Public Schools*

Teamwork between schools and community agencies provides more adequate service to all children than schools alone can provide and accomplishes results which the schools alone could never achieve. In pooling school and community resources for pupil adjustment, it must be recognized that the school worker and the social worker differ both in function and approach. Too frequently the school person is concerned primarily with the learning situation; whereas the social worker is interested in the child's personal adjustment and often fails to grasp the dynamics of a school situation. Generally, school personnel may not be familiar with the various community resources or the policies and functions of social agencies, and social workers often are not cognizant of the philosophy of the schools of today. Furthermore, each finds the terminology of the other difficult to understand. The tempo of the work of the two groups also differs. While the fundamental principle of both education and social work is to build readiness for help in adjustment and learning, too often the school must work under the pressure of a time schedule in attempting to achieve certain adjustments, whereas the social worker may delay services to an individual until he is ready to use such help. Mutual understanding of differences among school and social agency personnel in training, point of view, and function is essential for working together.

Joint study groups for teachers and social workers provide opportunities for mutual interpretation and professional growth. Recently, in Pasadena, a series of seven workshop meetings enabled principals, counselors, and agency representatives to become personally acquainted. Representatives from the various welfare agencies were invited to participate in the study group because of the many services which those agencies offer to children and their families—inspecting, licensing, and supervision of boarding and day-care homes for children; placement of children; and case work and protective services to both children and their families. Workers from the Los Angeles Division of Public Assistance were

included because of the various types of financial assistance available through that agency to adults and dependent children. Representatives from the Pasadena Health Department, the hospital dispensary, and other health agencies attended and discussed free and part-pay medical services. Staff members from the recreation and group-work agencies such as the Boy and Girl Scouts, the YMCA and YWCA, and the Boys' Club were also included.

The purposes and proper use of the Council of Social Agencies¹ and the Social Service Exchange² were explained. Each agency director introduced her workers and described the services of the agency, referral procedures, and ways in which the schools could best use the agency.

The following topics were discussed in this workshop: responsibilities of schools and agencies; school-agency relationships; ethics and professional attitudes necessary for successful teamwork; procedures to prevent duplication of time and effort; and provision for thoroughly professional handling and interchange of confidential information. There was emphasis upon the dangers of excessive expectation on the part of either school or agency worker—an attitude which often blocks reasonable working relationships. Neither the school nor the agency can work miracles. Because specialized services are limited, school representatives were urged to screen cases in such a way as to make discriminating use of available resources. The importance of sending a family to the right person and the right agency for its particular need was emphasized. It was stressed that talking over a situation with the agency worker before referring a case to that agency increases probability of wise selection. Every principal was given a directory of social agencies and brochures describing them. It was agreed that the principals who attended this workshop were responsible for helping their teachers to know and use community resources more fully.

Some one in each school system should have thorough knowledge of community and regional resources that supplement school services for pupil adjustment. In some systems, a counselor, a visiting teacher, or some other guidance worker has this continuing responsibility. In small urban communities and rural districts, it may be a duty of the school nurse or physician, the principal, or the visiting psychologist or supervisor. Whoever assumes this responsibility must help other staff members and parents to learn how to use available facilities. In the Pasadena

¹ An organization composed of public and private health and welfare agencies whose purpose is study, planning, and action to meet community needs.

² A central index that indicates which agencies have had contact with a particular family.

schools, the psychologist keeps informed regarding all public and private agencies in the city which provide services in the four fields of health, family welfare, child care, and recreation. Essential information regarding each agency includes type of service offered, eligibility requirements, referral procedure, and acquaintance with personnel. Files of local, regional, and state resources and special services for children are maintained, including public and private institutions, schools for the physically and mentally handicapped, facilities for examination, diagnosis and treatment of children handicapped by deafness, cerebral palsy, rheumatic fever, and other conditions. In any community, it is especially valuable to have exact knowledge of how and where to obtain county, state, and federal assistance for children; medical care for those without funds; of services through the Crippled Children Service, maintained by the California State Department of Public Health in co-operation with local health and welfare agencies and through the Bureau of Vocational Rehabilitation of the California State Department of Education; of case-adjustment facilities of the county probation department, such as forestry camps; and of recreation facilities made available by clubs, camps, and other organizations. Such an advisory service for parents and school staff with respect to these resources is essential for their maximum utilization.

Child guidance is not the sole responsibility of either the school or social agencies. Since the school serves all the children of all the people, its responsibility for leadership is great. Each community is morally obligated to provide clinical service for every pupil who needs it, either within the school or through other agencies. Regardless of budget restrictions, most urban systems can improve their services by taking stock of their community and regional resources and using them in the most effective manner.

The type of clinical organization varies with the size of the community. In larger cities, this service is usually centered in the guidance, pupil-personnel, or child-study department, health department, psychological division, or in the division of special education. Or there may be a fully staffed child-guidance clinic within the school system, as there is in San Francisco. Even with this more complete school service, there is need for teamwork with community agencies. Frequently, as in Pasadena, a community psychiatric clinic supplements the psycho-educational service of the school system. Child-guidance clinics also develop within the medical school (e.g., Stanford University and University of California) or the education department of a state university or as part of a state

agency for research in juvenile problems. The clinical staff of a state hospital will often make its services available to children. Such facilities supplement the resources of nearby communities. In other communities, the adjustment committee of the co-ordinating council or neighborhood council representing various agencies will mobilize the resources available for the adjustment of individual pupils.

In Pasadena, the school clinical service is established in the pupil personnel department, which has a director and a psychologist, both of whom have clinical duties as part of their total responsibility. They have developed co-operative and co-ordinating relationships both in the school system and in the community. The case-conference plan is used in varying forms with nearly every case referred to the school clinic. It involves a conference of the persons concerned with a particular pupil—his teacher, principal, and possibly a school nurse, physician, or community agency representative, with the director or the psychologist serving as co-ordinator. The co-ordinator assumes leadership in clearing the case through the Social Service Exchange; collecting and analysing pertinent data regarding the student in an attempt to find causative factors for his difficulties; formulating a plan for improved adjustment; making sure that both school and community resources are used most effectively in carrying out recommendations; arranging for therapy when needed; and following up the case. This technique can be adapted to the facilities and personnel of any community. In Pasadena, there is rarely a study made in which the co-operation of some community agency is not enlisted. Frequently, a pupil is referred directly to the child guidance clinic for more intensive study than can be effectively handled by the school staff.⁴

In most small communities, the school system itself must take the lead in using the limited clinical resources effectively. In a small school or rural district, a visiting psychologist, a guidance worker, or possibly a county welfare worker, together with the teacher and the principal, may form the case-conference group. When this group is supplemented by a nurse or a physician from the school or from the city or county health department, an effective service may be provided. In some situations, a visiting nurse and a teacher form the nucleus. Any social agencies in the county should be used to supplement the service furnished by the schools.

⁴ For fuller exposition of the school as a therapeutic tool, see Caroline B. Zachry, "A New Tool in Psychotherapy of Adolescents," *Modern Trends in Child Psychiatry*. New York: International Universities Press, 1945, pp. 79-88.

The county and state are valuable sources of specialized assistance.⁵ In many communities, private physicians take several school cases a month without charge. Frequently, it is possible to obtain the assistance of psychiatrists and endocrinologists on a free or part-pay basis. In a moderate-sized community, a visiting teacher, an attendance worker, a school physician, or a principal may take a leading part in the case-conference, depending upon the personnel available. The essential factor is sympathetic and intelligent study and planning by all who may contribute to the improved adjustment of a particular child.

The case of Dickie illustrates the results which can be accomplished through close working relationships between school and social agencies. This twelve-year-old-boy would have grown up handicapped but for good professional teamwork. Because of marked nervousness and poor educational progress, he was referred to the school psychologist. Dickie was a pale, tired-looking boy whose hands and feet were in constant motion. Rapid blinking of eyes and facial twitching were very noticeable. There were frequent jerky choreiform movements of body. It was obvious that this physically-ill little boy should not be in school. With the parents' permission, arrangements were made through the hospital dispensary for medical examinations. These revealed that Dickie had chorea and active rheumatic fever which had already involved his heart. As a result of teamwork between a health agency, a welfare agency, the home and the school psychologist, within a few days he entered a health school which could meet his particular needs and where he could have expert care without which irreparable damage would have resulted.

Maximum utilization of both school and community resources provides the child and his family with the type of service which the school system alone could neither achieve nor finance. Only through close interaction can schools and agencies realize their common objective—that of helping all children meet their problems with maximum social effectiveness and personal satisfaction.

⁵ Information regarding such services may be obtained from the following: (a) Consultant in Mental Hygiene and Education of the Mentally Retarded, State Department of Education, 2722 L Street, Sacramento 14; (b) California Youth Authority, State Office Building Number One, Sacramento 14; (c) Southern California Society for Mental Hygiene, 600 South Hobart Boulevard, Los Angeles; (d) Northern California Society for Mental Hygiene, 45 Second Street, San Francisco; (e) State Mental Hygiene Clinic, 315 South Broadway, Los Angeles 13.

RELATION OF GUIDANCE AND THE CURRICULUM

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Curricular changes are slowly evolving. Prior to World War I the curriculum consisted of a series of hurdles which every child had to jump regardless of academic ability, physical condition, emotional stability, or social adjustment.

The fate of each child placed in such an experiential strait jacket was somewhat similar to that of the animals pictured in the following curriculum fable.

One time the animals had a school. The curriculum consisted of running, climbing, flying, and swimming; and all the animals took all the subjects.

The Duck was good in swimming, better in fact than his instructor, and he made passing grades in flying, but he was practically hopeless in running. Because he was low in this subject he was made to stay in after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But average is acceptable, so nobody worried about that except the Duck.

The Eagle was considered a problem pupil and was disciplined severely. He beat all the others to the top of the tree in the flying class, but he had used his own way of getting there.

The Rabbit started out at the top of the class in running, but he had a nervous breakdown and had to drop out of school on account of so much make-up work in swimming.

The squirrel led the climbing class, but his flying teacher made him start his flying lessons from the ground up instead of the tree down and he developed charley horses from over exertion at the take-off and began to get C's in climbing and D's in running.

The practical Prairie Dogs apprenticed their offspring to a Badger when the school authorities refused to add digging to the curriculum.

At the end of the year, the abnormal Eel, that could swim well, run, climb, and fly a little was made valedictorian.¹

The Binet-Simon mental test was developed in 1908. Several other tests were created within the next few years. During World War I tests for mental measurement were widely used. This type of testing was subsequently adopted for use in the schools and the recognition of indi-

¹ C. D. Filory, *A Curriculum Fable*. Secondary Workshop, University of Wisconsin, Summer 1942.

vidual differences began to break down the traditional "goose step" curriculum.

The use of these tests gave rise to a period of unquestioning faith in their accuracy and predictability. Many educators went overboard in curricular arrangements designed to fit a spurious homogeneity. The traditional series of hurdles was replaced by a narrow subject matter curriculum based on academic aptitude. The mastery of subject matter was measured by achievement tests.

During this period some psychologists, sociologists, and educators began to view with alarm the tendency to base most educational experiences on academic aptitude. They recognized that the child's complete personality is involved when he attends school and that his best all-round growth and development depend on a well-rounded curriculum which is flexible enough to meet the varying needs of each child.

The mental hygienist is not mainly concerned with single functions; he is more interested in the question of how the various parts of a child's personality get along with each other. He cherishes those factors in a child's development which he considers essential for growth into a healthy, normal, and well-balanced human being. He views each segment of behavior or achievement in the light of this broader "organismic" concept.²

The recognition of the need for the application of mental-hygiene practices in curricular arrangements was made manifest by the employment in school systems of guidance specialists who were expected to work with the "academic discards," so aptly described in the fable. Since that time, increasing attention has been given to the whole breadth of the guidance program until today many of the larger school systems have guidance departments and some of the smaller systems have trained guidance workers.

The increasing recognition that the needs of the whole child must be met has not, however, penetrated very deeply into curriculum planning and supervision. This is due to "... the persistence of educational practices which were logical outgrowths of mistaken ideas of child nature . . ." ³ formulated prior to the scientific study of children. The old ideas have been abandoned by scientific students of education, but practices built upon them are still continued.

Due to this lag, the function of guidance workers relative to the curriculum has not been clearly recognized by school administrators. Guidance workers, concerned in curriculum planning, are interested

² Fritz Redl, "Mental Hygiene," *Encyclopedia of Educational Research*. W. S. Monroe, editor. New York: The Macmillan Co., 1941, p. 714.

³ Mabel F. Martin, "Child Psychology," *Encyclopedia of Psychology*, P. H. Harriman, editor. New York: Philosophical Library, Inc., 1946, p. 65.

in the application of the principles of child growth and development and of learning as it takes place in a child's school experiences. In the development of a curriculum program, the guidance worker can give major assistance to administrators and supervisors.

The first step in planning a curriculum is the development of a broad framework of dynamic goals. A goal is dynamic when it continually changes in relation to the growth of the child. It is a culmination of a directed series of "on-going" experiences. Its breadth is measured by the ever-widening spiral of understandings, skills, and behaviors attained by the child.

The imparting of knowledge and skills is only part of the educator's task. The child's emotional attitudes toward himself and his social group are even more important. We cannot educate the "mind" without at the same time affecting every other aspect of his personality. It is therefore advisable to have in mind . . . the broad goal of education as a whole. What sort of person do we want this child to become? *

The guidance worker has an understanding of the basic human needs which require satisfaction. If all these needs are to be satisfied the child as a whole must be the focus of the broad framework of goals. The satisfaction of these needs for the best growth and development of the child must be achieved through wise guidance under which the child can successfully adapt himself to the folkways, mores, and institutions of society. The guidance worker has an understanding of the social order and its structure. He is prepared, therefore, to give assistance in broad curriculum planning.

Every educational program must be based upon some idea of the original nature of the child, his present status, the goal to be sought in educating him, the degree to which this goal is attainable, the extent to which its ultimate attainment must depend upon natural growth on the one hand and educational intervention on the other, and finally the safest, most efficient, and most economical means of reaching the goal.⁵

When the broad framework of dynamic goals has been developed, the guidance worker is able to help teachers, as well as administrators and supervisors, in the development of specific objectives geared to the maturity levels of the child since ". . . one of the chief concerns of the mental hygienist is to safeguard the child during the maturation process to insure optimum growth from childhood to a healthy and well-balanced adulthood. . . ." ⁶

The guidance worker having an understanding of the growth pattern of the child is able to give sound advice regarding the placement of

* Mabel F. Martin, *loc. cit.*

⁵ *Ibid.*, pp. 64-65.

⁶ Fritz Redl, *op. cit.*, pp. 714-15.

the specific objectives at each maturity level. The continued successful achievement by a child of immediate, specific objectives will lead toward the achievement of a deferred, broad goal.

"Each developmental period has certain unique characteristics, . . ."⁷ and the resulting specific objectives, in keeping with the maturity levels of the child, provide the possibility of immediate achievement and satisfaction. The ingredient of motivation toward a specific objective spurs the child on to more mature objectives; thus the spiral broadens until the deferred goal is achieved.

Another way in which the guidance worker may contribute to the successful administration of schools is by helping the administrator to group children effectively and economically for curricular experiences. This must be done in relation to the needs and maturity of each child. Because of his knowledge and understanding of the child, he is a distinct asset to the administrator in this task.

The worth of any curriculum may be determined by its products—those changes in behavior, skills, and understandings in pupils which indicate growth and development. In order to determine the product accurately it is necessary to evaluate the extent to which the curriculum achieves that which it sets out to do. If a curriculum is planned with broad goals and with specific objectives for each maturity level, then it is necessary to appraise the extent to which each specific objective is reached within the periods of time determined upon between levels. The teacher who follows the developmental pattern of the child as a guide may feel secure that she is ready to help plan the next experiences and situations which are necessary for the child to achieve his next specific or more mature objective.

A knowledge of basic growth concepts and of techniques for evaluating effects offers greater opportunities to curriculum makers than to any other group. Consecutive measurements of growth make it possible to compare the effectiveness of educational procedures from a new point of view; namely, how such procedures change the growth pattern of the child.⁸

Appraisal implies techniques and instruments which are valid and reliable measures of achievement. In the determination of these techniques and instruments the guidance worker plays an important part. He may assist in choosing those techniques and instruments specifically adapted to the goal or help to devise others which are more adequately adapted for the purpose. Also, he may advise in the use of instruments and the summarization and interpretation of the results obtained.

⁷ Fritz Redl, *op. cit.*, p. 715.

⁸ Albert J. Huggett and Cecil V. Millard, *Growth and Learning in the Elementary Schools*. Boston: D. C. Heath and Co., 1946, p. 44.

The guidance worker has a role in relation to curriculum not only as a consultant to school administrators but as a source of assistance for classroom teachers. Since the teacher is in the most strategic position to make use of the principles of growth and development and to bring about the optimum conditions of learning, he is the person who is ultimately responsible for good guidance practices with boys and girls. The guidance worker is concerned, therefore, with helping the teacher.

A first prerequisite of effective teaching is adequate knowledge concerning the individual boys and girls and the class group with which the teacher is working. The guidance worker can assist at this point by helping teachers develop the kind of records about children which they need as a basis for curriculum planning for their class. These records to be child-centered must include information pertinent to many aspects of children's growth so that they can serve as the foundation for a plan of school experiences contributing to the well-rounded development of the whole child.

As the teacher moves from the study of the records to the actual planning of the experiences, the guidance worker can also aid in making suggestions as to how specific goals might be implemented most effectively for the children in a given class. Such planning involves concern for the appropriateness of the curricular experiences afforded, considering the maturity levels of the pupils.

In curriculum planning . . . a knowledge of the different developmental phases of childhood and adolescence and of their peculiar individual patterns of motivation is especially significant. Techniques for interpreting teacher observations and for locating sources for the understanding of child behavior should increase teacher efficiency.*

The guidance worker can also give some assistance to the teacher in his planning relative to the provision of conditions of learning which are psychologically sound and to the organization of the class according to a plan which is defensible from a mental-hygiene point of view. For example, classroom organization should take into consideration criteria relative to grouping such as the principles that groupings should be flexible, should shift for various school experiences, and should be set up with consideration of a variety of factors.

Another important function of the teacher is to serve as liaison between the home and school. The guidance worker can assist the teacher in this area. The fullest growth of the pupil can be attained only when the parents and the school people have similar goals and hold like stand-

* Fritz Redl, "Mental Hygiene," *Encyclopedia of Educational Research*, p. 723.

ards for the child. This oneness of purpose can best be worked out by the adults in conferences and in informal contacts. The guidance worker is ready to talk through with the teacher some of the specific functions to be served by parent conferences, techniques for establishing rapport, ways of stating the school's objectives, and how to give parents the most helpful understanding of their child's progress.

In addition to making adequate provision for normal children, the school has the responsibility to be concerned also with exceptional and handicapped children. It is to the guidance worker that the teacher turns for aid in these cases. Frequently such boys and girls will find that their needs are met best in the regular classroom situation, supplemented perhaps by other facilities. The consultant can give the teacher some help in guidance of such exceptional children. In other instances handicapped children should be placed in special environments which provide opportunities to meet their needs. The guidance worker knows of these possibilities and of the channels through which such aid can be secured. He is often the liaison between the school and community resources for special services to boys and girls.

Finally, essential to the progress of any major undertaking is the appraisal of accomplishments as a basis for subsequent planning. The modern teacher should be continuously evaluating his work and improving his approaches as a consequence. The guidance worker is trained in educational appraisal and is able to help the teacher in this respect. The earliest beginnings of evaluation should occur as a part of the planning, for in the defining of goals there should be anticipation of subsequent evaluation of the extent to which these aims are being attained. The guidance worker can give assistance in the development of plans for keeping the kinds of records of children's progress which will be most useful in appraising the extent to which goals are being achieved. The guidance worker can aid also in the developing of plans for reporting progress of pupils to parents in ways that will be meaningful to them and that will at the same time further the wholesome development of boys and girls. The guidance worker can advise with teachers as they make recommendations for individual pupils for the subsequent school year.

We must conclude that the function of the guidance workers relative to the curriculum is very important. Even though all administrators have not clearly recognized this, there are indications that broader guidance services are being utilized. This is a forward step which should eventuate in participation by guidance workers in curriculum-making on a wider scale. The result will be a healthier day for children.

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